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ABSTRACT

Intended for parents, the manual is for a 12 week parent education course on the mental stimulation of young handicapped children. Major objectives of the course are helping the child feel positively about himself and helping the child develop his intellectual abilities. Material reinforcements are offered parents who meet criteria for attendance, assignments, and learning episode evaluations. Major topics considered at the weekly meetings are the responsive program, toys as learning tools, creativity, self concept, discipline, behavior modification, language development, and sensory motor development. The following games are taken home and used with the children: sound cans, color lotto, number puzzle, feely bag, shape-o-ball, flannel board, pegs and pegboard, wooden table blocks, stacking squares, and spinner games. Sections usually include assignment sheets, an introductory discussion, recommended materials, suggested activities, and games to play with the toy to be taken home that week. (SBH)

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"PARENT/CHILD HOME STIMULATION"

Parent Discussion Manual

developed by

MARSHALL-POWESHIEK JOINT COUNTY
DEPARTMENT OF SPECIAL EDUCATION

originally titled

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Learning Episodes Adapted From
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OPTIONS

For those parents who wish to get the most out of this course the following choices are available:

1. ATTENDANCE: Presence at 65% of all Sessions (7 out of 11) will earn for that winner a genuine wallet-sized library card which will be honored through rain, sleet and snow at the Toy Lending Library.
2. ASSIGNMENTS: 70% completion (at least 14 of 20) of all assignments and/or in session objectives will allow that fortunate individual to keep the Parent/Child Home Stimulation - Parent Discussion Manual.
3. LEARNING
EPISODE
EVALUATIONS: A certificate of course participation and a current Toy Library Inventory will be awarded for those who hand in 70% (7 out of 10) of all Learning Episode Evaluations at the beginning of each class session.

ATTENDANCE RECORD

Attendance Goal: Attend at least 7 of the 11 sessions for a library card and use of the Toy Lending Library

<u>Session</u>	<u>Date Attended</u>
I. Overview	_____
II. Responsive Program	_____
III. Toys As Learning Tools	_____
IV. Creativity	_____
V. Self-Concept	_____
VI. Behavior Modification I	_____
VII. Behavior Modification II	_____
VIII. Discipline	_____
IX. Language Development	_____
X. Sensory/Motor Development I	_____
XI. Sensory/Motor Development II	_____
XII. Open Session	_____

ASSIGNMENT RECORD

Home Assignment or Objectives Goal: To complete at least 14 of the 20 home assignments or in-session objectives for the permanent reference book: Parent Child Manual.

HOME ASSIGNMENTS - IN SESSION OBJECTIVES

<u>Before Session</u>	<u>Assignment or Objective</u>	<u>Date Completed</u>
During I	1. Questions asked at beginning of course	_____
Before II	2. Assignment sheet for Responsive Program	_____
III	3. Assignment sheet for toys as learning tools	_____
IV	4. Assignment sheets for creativity	_____
IV	5. Summary quiz for creativity	_____
V	6. Assignment sheet for positive self-concept	_____
VII	7. Behavior Modification #1 assignment	_____
During VII	8. Graph a behavioral baseline	_____
VII	9. Behavior Modification Take Home Exam I	_____

<u>Before Session</u>	<u>Assignment or Objective</u>	<u>Date Completed</u>
Before VIII	10. Behavior Modification Assignment #2	_____
During VII	11. Review or Take Exam #2 in class	_____
Before VIII	12. Graph a behavior treatment line	_____
Before VIII	13. Assignment sheet for discipline	_____
During VIII	14. Supervise analysis of another person's "problem" by filling out case evaluation form	_____
During IX	15. Terms Inventory	_____
During IX	16. Brainteaser	_____
During X	17. Parent Worksheet X	_____
Before XI	18. Sensory/Motor project or assignment contract	_____
During XI	19. Session XI objectives	_____
During XI	20. Parent Worksheet XI	_____

LEARNING EPISODE EVALUATION RECORD

<u>Learning Episode</u>	<u>Evaluation Handed In</u>
1. Sound Cans	_____
2. Color Lotto	_____
3. Numberite	_____
4. Feely Bag	_____
5. Shape-O-Ball	_____
6. Flannel Board	_____
7. Pegs and Pegboard	_____
8. Wooden Table Blocks	_____
9. Stacking Squares	_____
10. Spinner Boards	_____

Goal: 7 of 10 evaluations handed in at beginning of each session for certificate and Toy Library Inventory.

LEARNING EPISODE EVALUATION

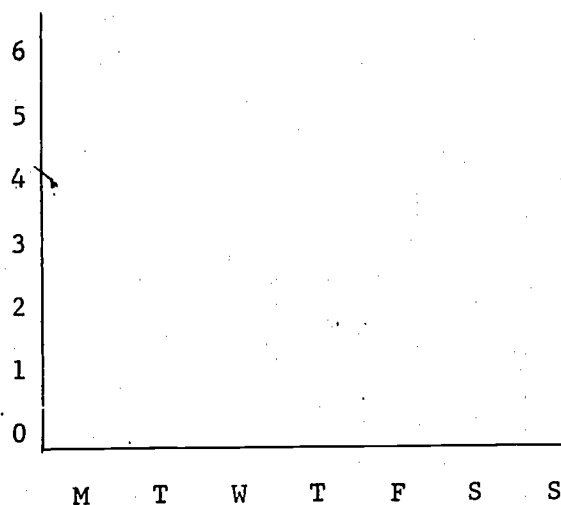
Name of
Learning Episode _____

Child 1 Birthdate: _____
Age _____ month _____ year _____ sex _____

Child 2 Birthdate: _____
Age _____ month _____ year _____ sex _____

*
*
* Your Initials _____
*
* Session _____
*
* City _____
*
* Center _____
*
* Discussion _____
* Leader _____
*

Number of
times you
and your
child
played the
game:



Comments on variation in the instructions that you used, individual success with your child, or problems encountered. (You may use the back of this sheet)

SESSION I

OVERVIEW

The overview of the Parent/Child Home Stimulation Project will explore the program offered to all parents of Area Education Agency Six (AEA 6) in Iowa. Specific topics will be: the federal government's support, a capsule history of Parent/Child Home Stimulation Classes, the pre-school playroom, weekly discussion sessions, home learning episodes and strengths of the program.

The two basic goals are (1) getting acquainted with members of the group and (2) informing parents about the total program. Group participation will revolve around large and small discussion groups, a slide-tape presentation, role-playing and handouts.

SESSION I

OVERVIEW

- I. Getting Acquainted
- II. Overview of the Marshalltown Parent-Child Program
 - A. Slide-Tape presentation
 - B. Discussion Leader _____
- III. Discussion
- IV. Topics
 - A. Overview of Marshalltown Parent-Child Program
 - B. Readiness Activities
 - 1. General Goals
 - 2. Specific Activities
 - C. A Parent's Gift
 - D. What is Maturity?
 - E. Toy Lending Library
- V. Demonstration of Learning Episode
 - A. Toy
 - B. Role Playing
- VI. Preview of Responsive Program
 - A. Discussion Leader _____
 - B. Assignment

ASSIGNMENT #1

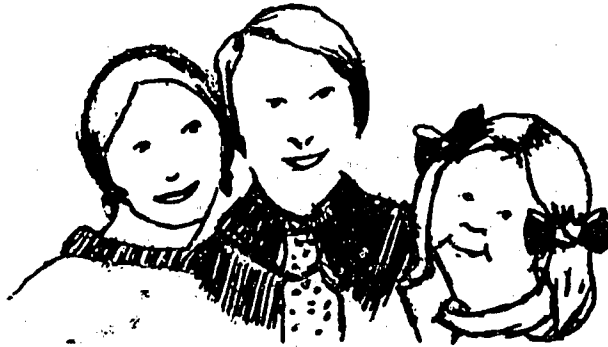
Questions asked at the beginning of the course:

1. What is important for your child to learn in school?
2. How can you help your child get ready for school?
3. What does a child need to know before he starts school?

OVERVIEW OF THE MARSHALLTOWN

PARENT CHILD PROGRAM

The Marshalltown Parent Child Program funded through a Title VI grant, was created in 1969 by Mike Donahue, Director of Special Education, Marshall-Poweshiek Joint County Board of Education. Headquartered at 9 Westwood Drive, the project provides preschool services for parents in Hardin, Marshall, Poweshiek and parts of Tama and Grundy counties.



One of the services, the first Area Six Toy Lending Library in Iowa was set up in Pleasant Hill Developmental Center in the spring of 1970 by Mrs. Pam Anderson, preschool consultant. In June, 1972, the library moved to 9 Westwood Drive. The Toy Lending Library contains educational materials for use at home by parents and children. A broad variety of educational toys, games, books, puzzles, records, and other learning activities are available to parents who have completed the twelve week course for parents of preschool children.

The project idea was conceived in 1986 when the special education staff trained volunteer-teacher aids to assist in special education classrooms. As a result it occurred to Mr. Donahue, "If we could train volunteers in the classroom, we should be able to train parents to work with their own handicapped children."

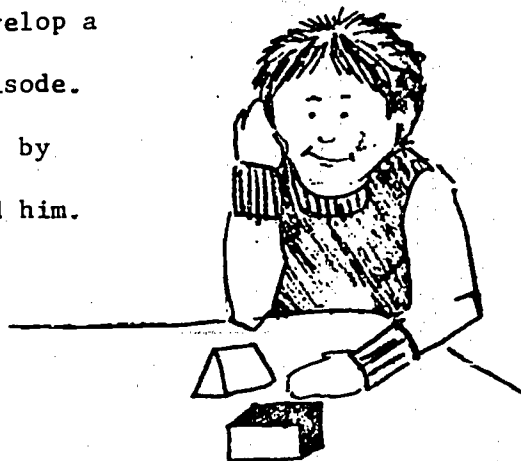
Parents tend to minimize the importance of their roles as a child's first and most influential teacher. However, every interaction is a critical learning experience for the child. Research studies indicate that as high as 80% of mature intelligence is developed by age eight. This suggests that the preschool years at home with parents are very important to the total development of the child.

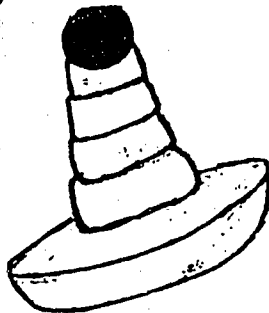
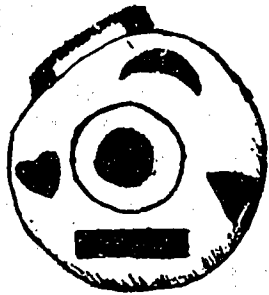


Throughout the sessions, the theme of "responsive environment" suggests an attitude of the parents that "responds to children rather than having children respond to adults." Two objectives are to 1. help the child feel positively about himself, and 2. help the child develop his intellectual abilities. To accomplish these goals the program strives at improving the child's learning opportunities in the home and involving parents in the education of their children.



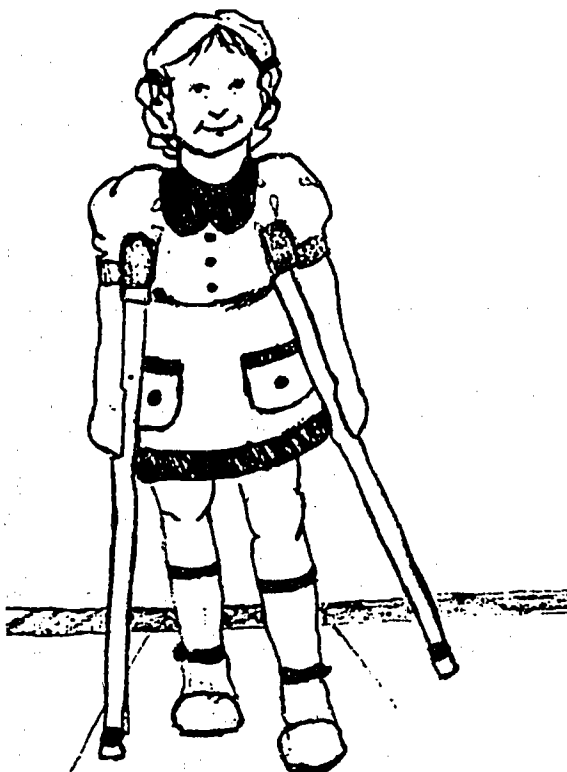
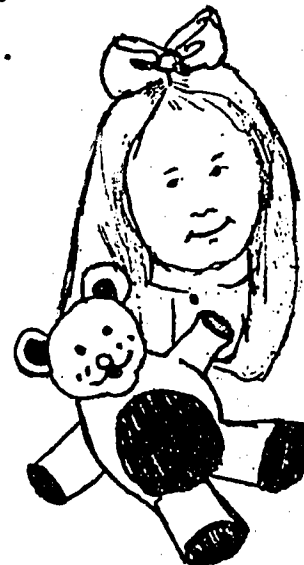
The main instrument in helping parents develop a more responsive environment is the learning episode. Play is a child's work. He is always learning, by testing and exploring the objects that surround him.





Each week the parents take home a toy or game that involves the parent and child together. These basic ten toys promote concepts: colors, numbers, shapes sounds, spatial and time relationships. The important aspect is always the time spent between parent and child.

The Parent Child project, only a proposal during the summer of 1969, was reinfed and ready for funding in the late fall. Title VI grants are for new innovative programs dealing with handicapped children. The grant received top priority because it approached children through the parents.



In the spring of 1970, Mrs. Pam Anderson coordinated the identification of handicapped children in the surrounding communities of Iowa Falls, Toledo, Grinnell, Brookly, Ackley and Marshalltown. The children were identified through the assistance of doctors, child development clinics and county nurses. Children with a variety of handicaps, such as cerebral palsy, mental retardation, hearing loss, and other physical handicaps were found within the preschool age range.



Weekly discussion session for parents started in September, 1970. These parents of preschool handicapped children, eager to participate, met weekly for two hour sessions. "My husband and I welcomed a chance to learn more about the mongoloid child," one mother shared, "and the nightly sessions gave us a chance to meet other parents in the community who worried about how we would ever raise a handicapped child."

Glen Romine, Director of Pleasant Hill Developmental Center for multi-handicapped children, emphasized the benefits of this program. "Through these sessions, we hope the parents can accept their child's handicap in a positive manner. If they can create a responsive environment in the home where the child can learn and develop a positive self-image, then the child will adjust and perform better in the school setting."

In 1971-72, all parents of preschool children were invited to attend the sessions. What are the benefits? "As a result," Mike Donahue stated, "Many children with significant handicaps such as cerebral palsy, delayed speech or hearing loss have been identified early. These parents can then utilize the professional services available in the Joint County system. In many cases, where a hearing loss was found by the age of three, a speech therapist went into the home on a weekly basis and worked with the preschool child. After



two years of therapy many children can be placed in the regular kindergarten classroom."



The parent child program itself is divided primarily into three sections: 1. Classroom participation. Each week parents discuss various topics such as discipline, creativity and language. The parents share techniques, discuss problems and solutions in dealing with their children. A psychologist, special education teacher, speech therapist or interested consultant is invited to attend. 2. Parent and child home toy sessions. Toys are checked out each week and used in the home to promote concept development. Primary emphasis is placed on the one-to-one relationship which occurs. 3. Parents appreciate the free nursery service offered. While the parents attend the sessions, their children enjoy games, toys, story hours, etc. These experiences enhance the education and social readiness of the child. After completing the sessions, many mothers volunteer to work in the nursery during the next series of classes.



The Parent-Child Manual, a series of handouts and game instructions for the parents, is given to every parent who completed the classes. In the summer of 1971 these Manuals were revised. The staff added another dimension of learning episodes appropriate for children in kindergarten and the first grade. These nine games involved letters, numbers, reading skills and problem solving.

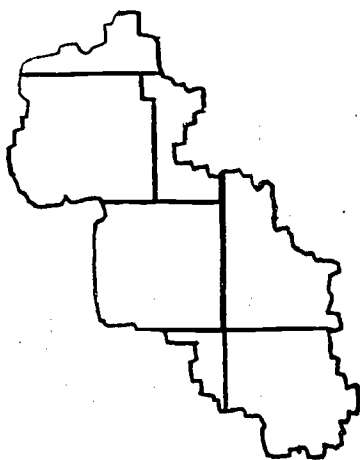
In 1971-72 over 300 families in the Marshalltown area completed the parent sessions. Mrs. Nancy Romine, preschool consultant, coordinated nineteen different thirteen week classes in ten communities: Marshalltown, Iowa Falls, Tama, Mesquakie Indian Settlement, Grinnell, Laurel, State Center, Brooklyn, Montezuma and Ackley.

During the spring of 1972 several hundred people toured the library facilities and special education classes in Pleasant Hill Developmental Center. Others chose to visit the Area VI Media Center and the "open-spaces" concepts working in Hoglan and Fisher schools in Marshalltown. Another class visited the Mid-Iowa workshop.

Sixty volunteers from the Marshall County Child Study Group supervised children in the playroom. Hundreds of hours were donated in the fall of 1971 by Child Study members and in the spring of 1972 by Eta Upsilon members.

During the summer, 1972, the following people worked to revise the manuals for publication: Glen Romine, Mike Donahue, Gary Armstrong, Mel Walden, Jack Montgomery, Nancy Romine and Janey Montgomery. The revised Professional Guide gave greater continuity and consistency in class presentations by professionals.

At that time, another area of service to parents of children 0-6 years developed -- "The Marshalltown Project." A Behavioral Development Profile was designed as an assessment tool to promote individualized teaching of pre-school children within the home setting. Three manuals were developed in the areas of social, motor and language development. Home advisors were assigned case-loads for the first time in October of 1972.



During 1972-73 over 400 persons attended the Parent/Child Classes in Area Six. Janey Montgomery coordinated 21 different 12 week classes in 15 communities: Marshalltown, Tama, Melbourne, Ackley, Grinnell, Clemons, Laurel, Iowa Falls, Toledo, State Center, Beaman, Conrad, Liscomb, Montezuma and Eldora.

The Parent/Child Manual was utilized for the first time, (1) to train para-professional workers in day care centers and private pre-schools under the auspices of the Iowa Valley Adult Education District, (2) to train Home Advisors for "The Marshalltown Project" by serving as discussion leaders for Parent/Child classes, (3) to train Head Start parents and personnel, and (4) to assist in replication of Parent/Child classes in other sites in Iowa and surrounding states. Parent and Professional Manuals were displayed at several State and National Conventions and by the end of 1973, manuals had been placed in all fifty states.

In 1973-74, 250 persons attended the Parent/Child Classes. Mrs. Janey Montgomery coordinated 13 different 13 week classes in 11 communities: Wellsburg, Hubbard, Union, Gladbrook, Grinnell, Marshalltown, Newburg, Albion, LeGrand, Eldora and Brooklyn.

The Toy Lending Library joined "The Marshalltown Project" located at 507 East Anson in Marshalltown. In the spring of 1974, several hundred new items were added to the Toy Library Inventory.

In 1974-75, the Parent/Child classes and Toy Lending Library became part of "The Marshalltown Project." Over 300 persons attended the Parent/Child classes under the direction of Mary Jo Longo: 17 different 12 week classes in 13 communities; Marshalltown, Gilman, Melbourne, Montezuma, Grinnell, New Providence, Ackley, Toledo, LeGrand, Malcom, Iowa Falls, Eldora and Conrad.

During the 1974-75 year the Toy Library acquired over 200 "new" items through contributions made by families who use the library as well as by other interested persons in the community. Families donated items which they no longer wanted or used. They have also taken items home which they repaired and returned to the library. The students at Pleasant Hill Developmental Center helped by replacing puzzle parts and fixing peg boards.

In August, 1975, the Parent Discussion Manual and Professional Guide were revised by Janey Montgomery, Arlene Keiser, Mel Walden and Mary Jo Longo. The Parent Manual and Professional Guide in this printing reflect the content and materials that parents have utilized in their Parent/Child Home Stimulation Classes.

READINESS ACTIVITIES

The most important "readiness work" you can do at home is to talk with your child.

Use language instead of gestures whenever you can. Talk in sentences! Don't just point to show what you mean. Conversation is very important between you and your child. Whether you are at home, or riding in the car, or shopping for groceries, or visiting with friends -- words are important. We don't mean nagging words. We mean conversation, give and take.

If you will also set aside 15 minutes a day to go over some of the activities listed below, you will be doing something very special for your child. (If the child does not yet like to sit still for 15 minutes, divide the time or else talk while you are going household chores together).

Some of the ideas on this list can be presented to the child as games.

If your child finds an idea too hard to understand at first, do not let him think you are angry or disappointed. Say something encouraging like, "That's pretty hard, but you'll be able to do it soon." Then go on to something you know he can understand. Emphasize the positive. You must be sure to start easy, so that your child can succeed. Then he will feel self-confident enough to try things that are difficult. If you make him feel stupid, you will make him afraid to try.

To teach the ideas which we have listed, you do not need special equipment other than scissors, crayons and pencils.

GENERAL GOALS

1. Labeling (word meaning; building vocabulary)

When can you present new words to your child? In the grocery store; while riding in the car; while thumbing through magazines; going for a walk; visiting new places; finding out about father's work.

Make a game of "Tell Me All About It." Pick out an animal or an object. Have your child tell you everything he can about it. Add some new words yourself. Describe this animal or object.

2. Relating (understanding connections)

Discuss cause-and-effect ideas in TV stories and in stories which you read to the child. Interpret facial expressions in magazine pictures.

See to it that the child understands the cause-and-effect relationship in the discipline he gets. He needs to realize he causes his own rewards and punishments. (This will work ONLY if you are fair).

Talk about the meaning of family relationships such as aunt, uncle, grandparent, cousin.

Relate past, present and future by asking "why" and "what if" questions, such as: "Why does ..." and "What would happen if ..."

Play games with relationship words such as: "Put the spoon under the chair." "Put it beside the chair." "Lay it on top of the chair." "Press it against the chair." "Hold it below the chair."

Here are some more relationship words to practice. You can think of even more.

up
down
into
between
inside
outside
around
through
behind
above
beneath
over
some
all
opposite

before
after
beginning
middle
end
warmer
colder
more
most
less
least
last
then
next
because

when
whenever
while
meanwhile
toward
away from
farther
further
near
but
or
for
neither
nor
both

3. Classifying (understanding why things are in same or different groups.)

(It is usually easier for a child to tell how things are different than to tell how they are alike. And some children do not know that "alike" means the "same".



You can use objects around the house, or pictures from magazines. For example: "Find all the blue things. Find all the furniture. Find all the things shaped like a triangle." (Have the child give you some instructions like this too.)

"Let's name some vegetables. Now let's name some things that are not vegetables." "Is a mouse a vegetable?" "NO, a mouse is an"

"How is a dog different from a cat? How are they the same?" Have the child cut some pictures from magazines and pile them into groups he has chosen. Have him explain what he had in mind.

4. Seriation (sequencing; putting things into 1-2-3-4 order.)

Example: Arrange pebbles from smallest to largest.
Name household objects from lightest or heaviest.
Color with a crayon - lightest to darkest.
Arrange glasses of water from empty to full.
Name people from shortest to tallest; youngest to oldest.
Re-tell a VERY SHORT story.

5. Tracing, copying, cutting.

To help your child's eye-hand coordination, you can make some geometric designs for him to copy. Start off easy, with a circle, a square, a triangle. Slowly make the designs harder to imitate.

When he cuts pictures from magazines, start with big pictures and don't be surprised when he can't follow the lines very well. Give praise for a good try.

6. Quantity



It is more important for a child to know the meanings of a few numbers than it is for him to be able to count to 100. Can he hand over 5 pebbles if asked? Does he know whether a quart holds more than a cup, or less? Is a day more or less than a week? If you place 5 pennies in front of him, and take away 2 can he tell you how many are left." How many more would he need in order to have 7 pennies?

A WORD OF WARNING: Do not expect your child to do addition and subtraction in his head! He will need to use his fingers and other things to count. He will need to see and feel that he is counting.

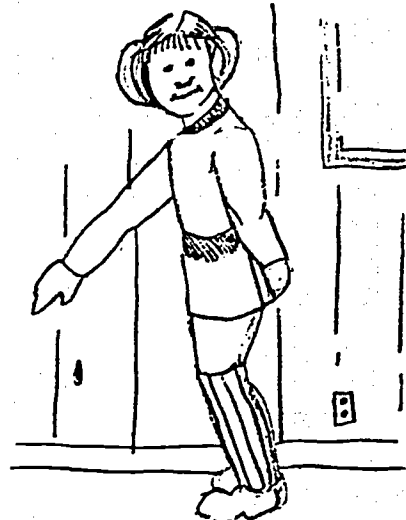
SPECIFIC ACTIVITIES

1. Learning to defer actions (Listen before you leap)

"Simon Says", games can develop this skill, such as "Give me 3 green squares or 2 red circles." Make a game of 2-step and 3-step commands, such as "Touch the floor with your hand, tap your shoulder, and sit on the floor." Sometimes have the child repeat your statement before he acts.

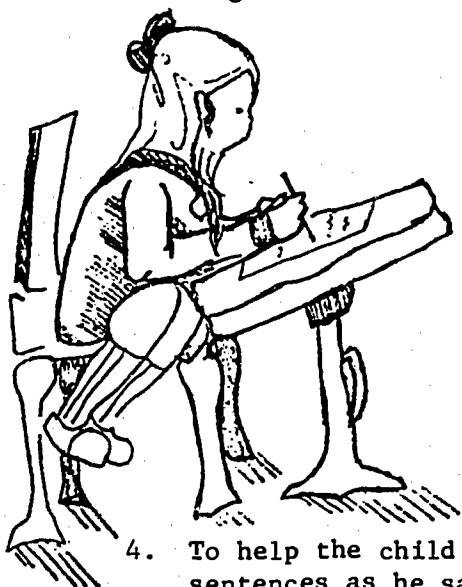
2. Have the child think up some "Simon Says" commands for you.

3. Right and left.



- a. To help the child learn Right and Left play games such as "Simon Says." Sing the "Hokey Pokey" or call out "left, right" as the child marches.
- b. Encourage the use of one main hand. If you don't know which is the main hand, have the child pick up a very tiny object from the floor. Notice which hand he uses. Try this on several different days, using a different tiny object each time.

You can also play games using one hand only.



4. To help the child realize he is speaking words, write down some sentences as he says them. Be a "secretary" and let him dictate to you.
5. When the child asks you a word or a letter, tell him! Go even further and discuss its meaning, what the opposite word would be, and the letters which go together to spell it. It can be fun for a child to read the words on cereal boxes.
6. When teaching the child to write his name, teach him the names of the letters. Yes, do teach the child how to write his name, if he asks.
7. It's helpful for the child to know when he makes ABC's or his name with paper and pencil, he is writing, not merely drawing.



8. Alphabet: To learn that letters do have names, let the child point to each letter as he signs, "The Alphabet Song" from a written sample of the alphabet. To let the child learn that letters also have sounds you can play, "I Spy" games, such as "I spy something in the kitchen that starts with an 'M'. It starts with the sound "mmmmmm."
9. It benefits the child to know the names of circle, square, triangle, diamond and rectangle, and to be able to match shapes, eyes open and closed These ideas can be taught with shapes cut out of paper.
10. The child should know some nursery rhymes and simple games.



11. An excellent habit is reading. Bedtime can also become your chance to build a good relationship with the child.

12. The best way to get your child interested in reading is to let him see you and other people reading. Let him check out some books from the library. When you read the child's books to him,

Sit with the child at your side, so he can see your hand as it runs under the lines from left to right. (Not zig-zagging back and forth), going down the gape.

13. The child should be able to recognize the main colors (red, blue, green, yellow).

14. Picking Out Details in Drawings, Photographs and Words.

The child needs to be able to do this before he can read or write. To help him, you can sit with him and talk about pictures. You can remove part of a picture and have him figure out what part is missing. You can match words (the ones written in large letters especially) by making a game of finding similar words. You can make home-made puzzles. You can help the child look at details in pictures. Help him spot likenesses, differences and colors. Name the various objects.



15. Listening Skills: Suggestions:

Play "Simon Says" games (increasing difficulty) and say nursery rhymes. Read picture story to child and have him "read" it back from the pictures or from memory. Make rhythm instruments at home; have child imitate rhythm (e.g. 2 blocks, sticks, pencils, pencil tapped against tin cup) sound identification (guessing sounds with eyes closed) "Listening walk" ... to hear the similarities and differences in bird calls, vehicle sounds, foot-steps, etc.

16. If your child doesn't seem to pay attention, ask yourself what you might be doing, or failing to do -- which could be part of the problem. (For example: not talking enough; talking too much; hollaring; not taking time to explain what you mean; not following through).

17. Parents must listen to the child, too.

18. There needs to be an opportunity for free expression from the child when relatives and friends come to the house -- not the idea that a good child is the one who is seen but not heard. Children who are kept silent get behind in school.

19. Never humiliate the child or be sarcastic. Instead use encouraging statements.



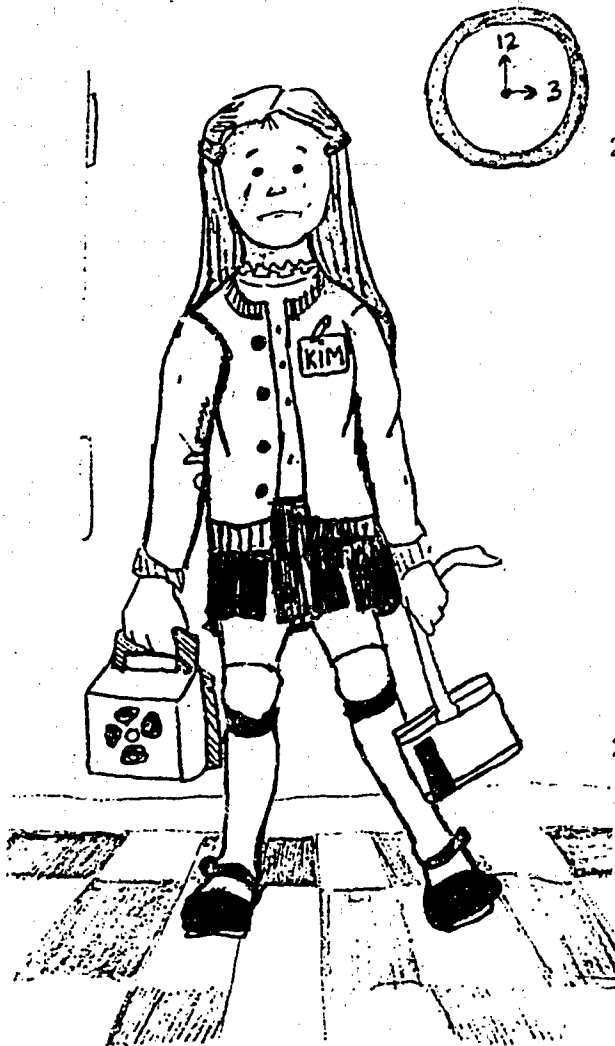
20. Give your child the idea that you like to do these readiness activities. Enthusiasm catches on!

21. To help the child learn to want to do well, play such games as: "Putting the puzzle together as fast as you can" or "as neatly as you can", and praise him for trying his best. (DON'T OVERDO THIS).



22. The child should hear simple measures or amounts. "How many in a dozen?" He should know that there are quarts, pints, yards, inches, hours. He should know how big they are. Don't expect him to know how many inches in a foot, etc.

23. He should be familiar with coins -- knowing their names and how much they are worth, or how much they will buy.



24. In case of emergency:

The child should know what to do if mother is late arriving at the place she said she would be.

The child needs to know his own first and last names, his address, and how to get home from school.

The child must know the difference between his real name and his "nick-name." He also needs to know his parents' first and last names, (including the mother's NEW NAME - if she has remarried - and where they work.) Also, he needs to know his bus number.

25. Safety:

The child should be exposed to basic safety rules, concerning pencils, scissors, matches; not pushing or tripping other people; street traffic.

Check against the child's bringing dangerous play objects to school, such as knives.

26. The child should be familiar with simple health and hygiene ideas:

Morning toothbrushing, the need to wash hands before eating, not coughing into other people's faces, (covering mouths when coughing and coughing in another direction).

Keeping objects out of his mouth.

He should also have developed a good attitude toward nutrition.

Be careful not to become "preachy" when presenting these ideas, or the child will rebel against them.

He should have his own toothbrush.

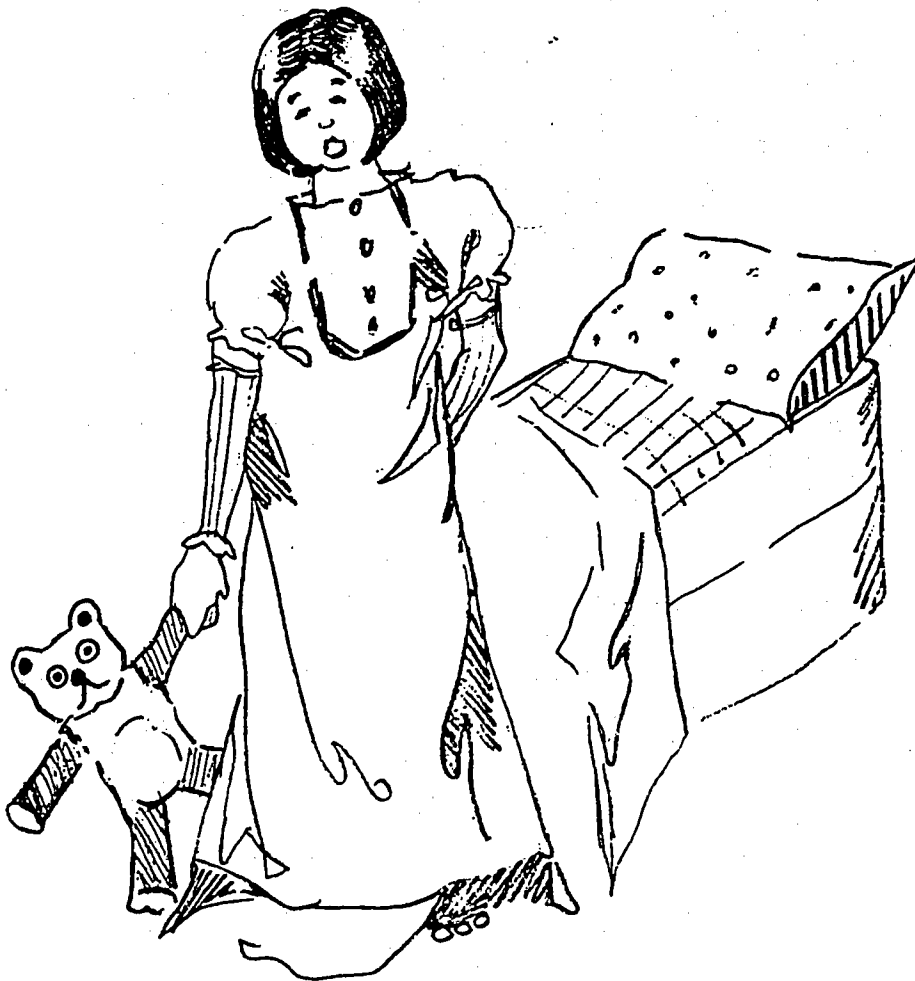
He should use a wash cloth that is not used by other people.



27. The child must get plenty of rest and sleep. A good breakfast helps him to pay attention in class.

28. Baby-talk should be out-grown.

Do NOT talk baby-talk to the child or any of your other children!



A PARENT'S GIFT

Gold and silver, have I none
What gift, then, can I give my son?

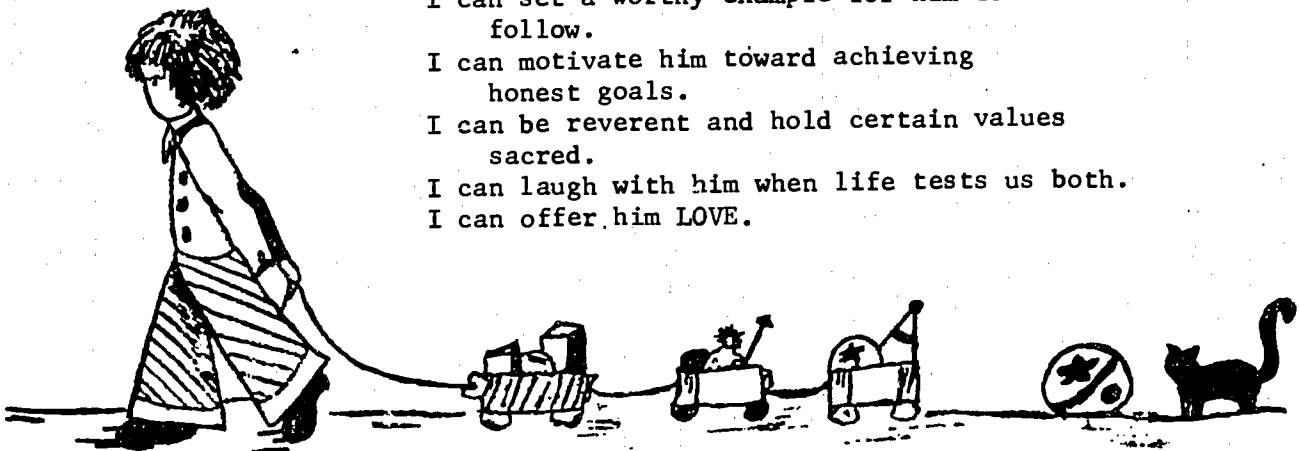
I can endow him with a sense of worth.
I can deepen his inner security by
developing self-esteem.
I can encourage natural talents and
special qualities.
I can show an understanding of other
cultures and other people.

I can stimulate his sense of adventure.
I can present to him a wide variety of
experiences.
I can feed his natural curiosity.
I can help him to develop an awareness
of all life around him.

I can enrich his vocabulary.
I can talk with him on many things, as
opposed to talking "at" him.
I can listen to him and welcome his
unique expressions of his ideas.
I can read to him from fact and fancy,
poetry and prose.
I can sing with him old songs and new.

I can ignite the spark of his creativity.
I can kindle his imagination.
I can accept his new ideas.
I can appreciate his efforts.
I can provide him the raw materials with
which to work.
I can give him time to dream.

I can mold his character.
I can set a worthy example for him to
follow.
I can motivate him toward achieving
honest goals.
I can be reverent and hold certain values
sacred.
I can laugh with him when life tests us both.
I can offer him LOVE.



WHAT IS MATURITY?

Maturity is the ability to control your anger and settle differences without violence or destruction.

Maturity is patience, the willingness to pass up immediate pleasure in favor of the long-term gain.

Maturity is perserverance, the ability to sweat out a project or a situation in spite of opposition and discouraging setbacks.

Maturity is unselfishness - responding to the needs of others, often at the expense of one's own wishes or desires.

Maturity is the capacity to face unpleasantness and frustration, discomfort and defeat, without complaint or collapse.

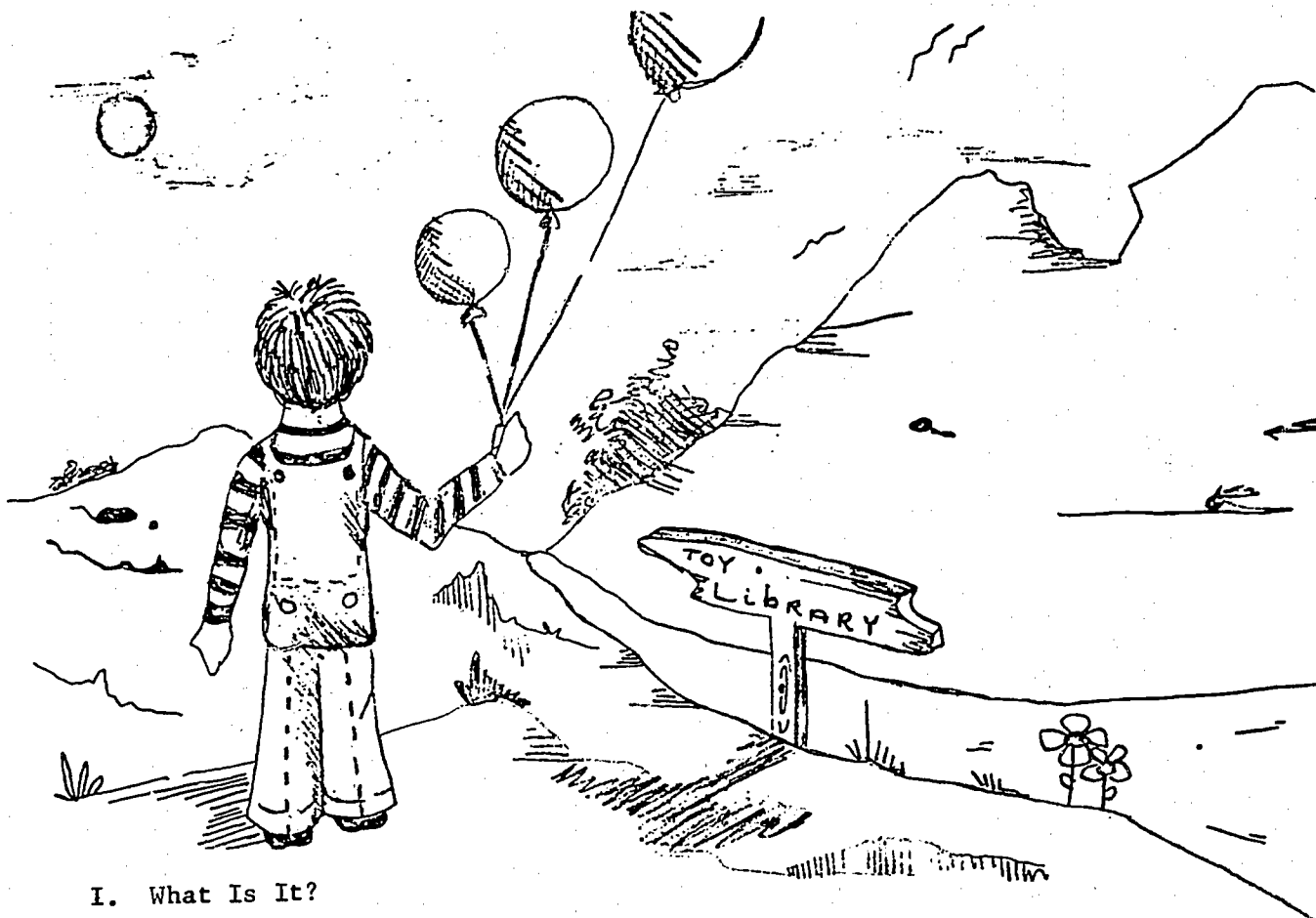
Maturity is humility. It is being big enough to say "I was wrong." And when right, the mature person need not say, "I told you so."

Maturity is the ability to make a decision and stand by it. The immature spend their lives exploring endless possibilities then do nothing.

Maturity means dependability, keeping one's word, coming through in the crisis. The immature are masters of alibi - confused and disorganized. Their lives are a maze of unbroken promises, former friends, unfinished business and good intentions which never materialize.

Maturity is the art of living in peace with that which we cannot change.





I. What Is It?

The Toy Lending Library contains educational materials for use at home by parents and their children. It is part of a parent/child education program for Area Education Agency 6.

II. Where Is It?

The Toy Library is part of "The Marshalltown Project", 507 East Anson Street, Marshalltown. It is available to all parents in Area 6 who have completed the twelve-week Parent/Child classes.

III. How Does the Library Work?

A broad variety of educational toys, games, books, puzzles and other learning activities are available (with printed instructions for the parent). A sample of each toy or book is openly displayed.

The Parent/Child Home Stimulation class which is offered in conjunction with the library consists of twelve-weekly, two-hour sessions in each county in Area 6. Classes are designed to help parents learn some basic ideas about the development of a child's intellect and of his feelings about himself as a person.

This course includes demonstrations of toys and games for parents to use when helping a child learn specific skills or concepts. The toys and their accompanying instructions (1 or 2 pages with illustrations) give clear directions on how to use each toy to develop a child's senses, language skills or problem-solving abilities.

SOUND CANS

EQUIPMENT: Ten (10) Sound Cans (5 for parents, 5 for child.)

PURPOSE: To help the child develop understanding of the concept "same - different" by means of auditory stimulation.

GENERAL

- INSTRUCTIONS:
- A. Ask your child only once each day, if he wishes to play the game.
 - B. The child may change the rules of the game AT ANY TIME ... parent MUST follow the child's lead.
 - C. The game should be ended when the child seems to lose interest.

SPECIFIC

- INSTRUCTIONS:
- 1. Place the 10 sound cans on a table or on the floor.
 - 2. Allow the child to freely explore them for a while.
 - 3. Divide the cans into 2 sets of 5 each. One set for you, and one for the child.

Q: 4. Pick up one of your cans, shake it briefly and say to your child, "Find one of your cans (point to the child's 5 cans) that makes the same sound as the one I am shaking."

(IF CHOOSES DIFFERENT)

(If the child shakes a can that makes a different sound, say "Your can makes a different sound than mine."
(Parent should shake his can again, and then say, "Try another can."

(IF CHOOSES SAME)

(If the child's can makes the same sound as the one you are shaking, say, "Yes, these two cans make the same sound - VERY GOOD."

Q: Parent should then select another can from the four remaining cans in his set, shake it, and ask the child to "Find one of your cans (point to the four remaining cans in the child's set) that makes the same sound as the can I am shaking." Then continue the process, remembering to reinforce the correct response.

SESSION II
RESPONSIVE PROGRAM

This session will consider the response of parents to children in the home environment. The objectives of a responsive program are to develop a positive self-concept and help their children develop intellectual abilities. The following consideration will be explored in this session: free exploration; self-pacing; self-correction; discovery learning; divergent thinking; convergent thinking; closure busting; and evaluative thinking.

Various group activities designed to aid us in our discussion and understanding of the responsive program will be: illustrations, open discussion and home assignments.

SESSION II
RESPONSIVE PROGRAM

- I. Evaluation of Previous Toy
- II. Demonstration of Learning Episode
 - A. Toy
 - B. Role Playing
- III. Preview "Toys As Learning Tools"
 - A. Discussion Leader _____
 - B. Objectives
 - C. Assignments
- IV. Topic: Responsive Program
 - A. Discussion Leader _____
 - B. Film: "Children's Play"
 - C. Topics for Discussion
 - 1. From Your Child
 - 2. The Responsive Environment
 - 3. Toward Problem-Solving from the Responsive Environment
 - 4. Do-It-Yourself Games
 - 5. Creating a Responsive Environment
- V. Open Discussion

SESSION II

RESPONSIVE PROGRAM

Objectives

During the session following the overview (Responsive Program) each class member will present a description of a responsive environment. Three ways to encourage children to move from simple memory to more complex levels of thinking will be discussed.

SESSION II

RESPONSIVE PROGRAM

Assignment Sheet

1. In the space below write a description of what a responsive environment means to you.
2. In the space below discuss three ways to encourage your child to move from simple memory to more complex levels of thinking.

From Your Child

Don't do things for me that I can do for myself.
It makes me feel like a baby; and I may continue to put you
in my service.

Don't let my "bad habits" get me a lot of your attention.
It only encourages me to continue them.

Don't correct me in front of people.
I'll take much more notice if you talk quietly with me in private.

Don't nag.
If you do, I shall have to protect myself by appearing deaf.

Don't tax my honesty too much.
I am easily frightened into telling lies.

Don't take too much notice of my small ailments.
I may learn to enjoy poor health if it gets me much attention.

Don't worry about the little amount of time we spend together.
It is how we spend it that counts.

Don't let my fears arouse your anxiety.
Then I will become more afraid.
Show me courage.

Don't forget that I can't thrive without lots of understanding and
encouragement, but I don't need to tell you that, do I?

Treat me the way you treat your friends, then I will be your friend,
too.

Author Unknown

THE RESPONSIVE ENVIRONMENT*



"... responds to children rather than having children respond to the adults."

OBJECTIVES:

1. Help children develop positive self-image.
2. Help children develop their intellectual abilities.



WE ACHIEVE BY:

1. Improving children's learning opportunities at home.
2. Involving parents in the education of their children.

* The following 3 pages from:
Betty Tuck, A Description of
The Responsive Program.

ALL CHILDREN need to develop a positive self-image.

A child has a positive self-image IF ...

... he likes himself, his family and his people.

... he believes that what he thinks, says and does - makes a difference.

... he believes that he can be successful - and

... he believes that he can solve problems.



ALL CHILDREN need to develop their intellectual ability.

... they must develop their senses and perceptions because these are the raw materials for thought.

... they must develop their language skills because language is the tool of thought.



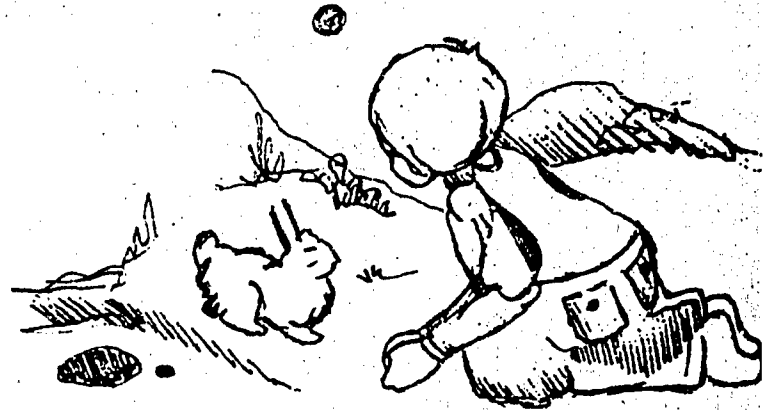
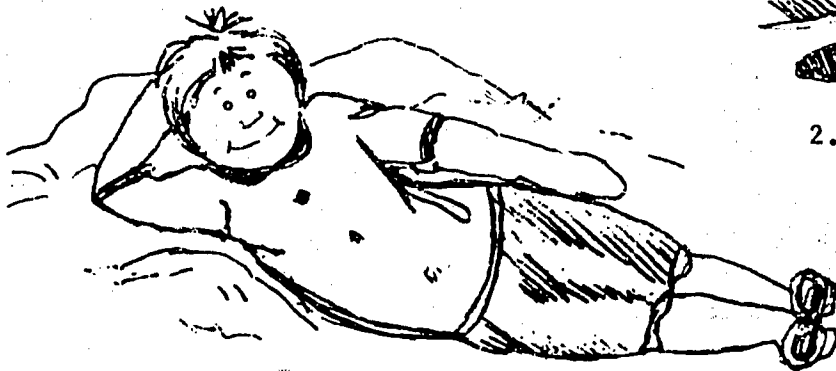
... they must develop their ability to form concepts because concepts help organize thoughts.

... they must develop problem solving ability because problem solving is the purpose of thought.

THE PRINCIPLES OF A RESPONSIVE PROGRAM

1. FREE EXPLORATION:

The child is free to explore anything he can see and reach.



2. SELF-PACING:

The child is allowed to set his own pace. He can stay with an activity as long as he likes without being told to change. When there is a group activity, he can choose to do something else if it does not interfere.

3. SELF-CORRECTION:

The child finds out the results of his exploration.

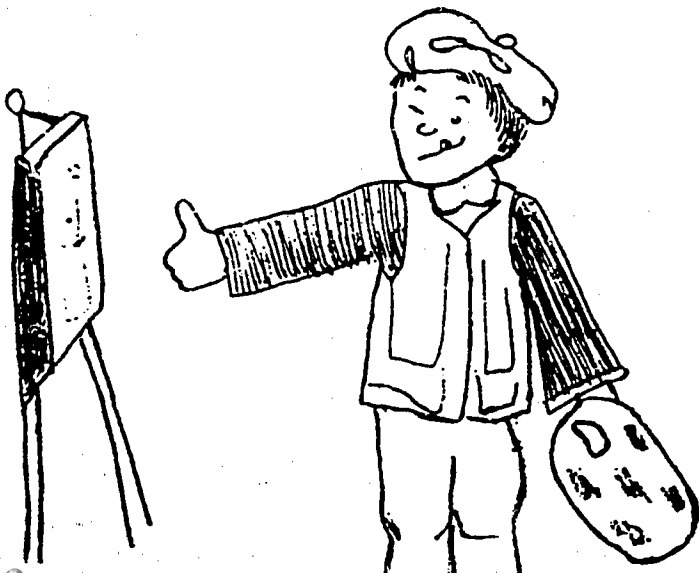
He finds out from responsive people, responsive materials and equipment.



4. DISCOVERY LEARNING:

The child is given the time to discover things for himself.

The parent responds to his child, rather than having the child respond to him. He emphasizes helping the child think through a problem rather than getting a right answer.



TOWARD PROBLEM SOLVING THROUGH THE RESPONSIVE ENVIRONMENT

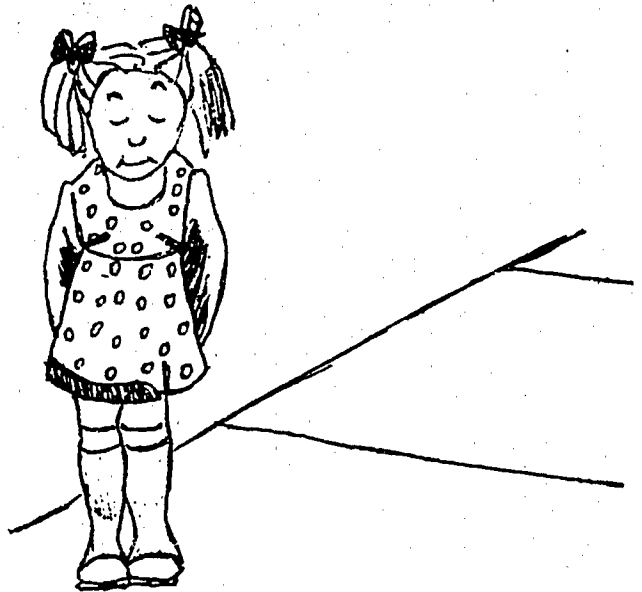
The adult can structure the environment in such a way that problems are provided for children to solve and in such a way that it is an enjoyable, meaningful experience to solve these problems. Consider the following goals as representative of a responsive environment.

- I. Have adults talk less and children talk more.

To do this, ask leading questions rather than those that require only simple yes and no answers.

Key Phrases:

All you can remember.
All you know.
What you saw.



II. Encourage "Closure Busting".

This is a process of stimulating children to move to new solutions to questions rather than letting them be completely satisfied with a given answer. This can be done by providing the child with additional information, after he has already obtained an answer or phrasing a question in several different ways.

Key Phrases:

Can you think of another way to rearrange these.

What else could have happened ...

What do you think would happen if ...

III. Encourage child to move from simple memory or recall kinds of responses to more complex levels of convergent or divergent thinking and evaluate or judgmental responses.

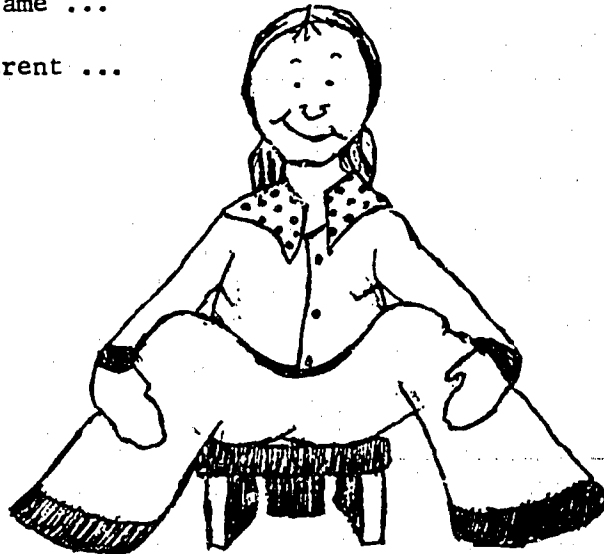
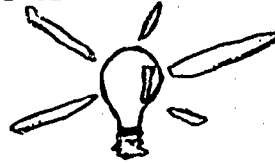
A. Convergent thinking: putting together a variety of information in a manner that leads to one answer or set of answers.

Key Phrases:

What will happen if ...

What things are the same ...

What things are different ...



B. Divergent thinking: produces many possible ideas or solutions.

Key Phrases:

What are some ways to ...

What other ways can you think of ...

What would happen if ...

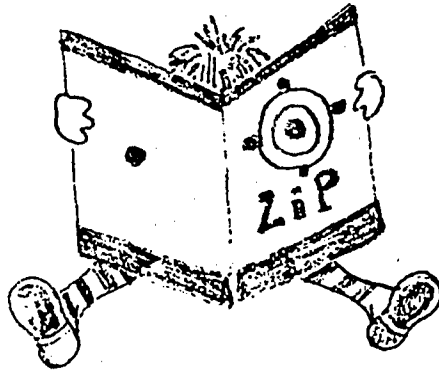
- C. Evaluative Thinking: child is asked to make a judgment based on his personal reactions.

Key Phrases:

How do you feel about ...

What do you think about ...

As you improve your skill in asking questions, your child will develop his problem solving ability.



- IV. Provide for plenty of uninterrupted time for child to work with toys and activities. Avoid being the over-anxious adult who always wants to "show the child how" so that he can work most efficiently and effectively.

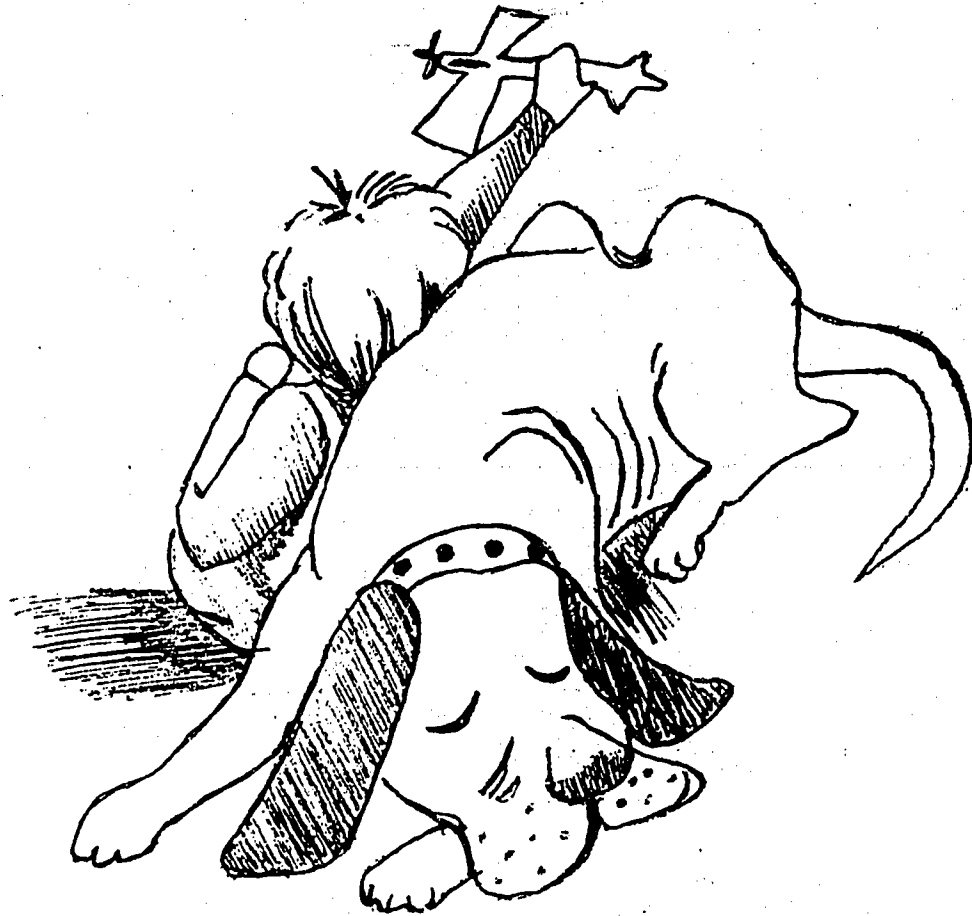
This may stifle the child's efforts all together.



- V. Children should not always be compelled to get the "right" answer. Often there is more than one correct solution to a problem. Remember, too, that a child may learn just as much from the process as the final product.

VI. A child should be free to do those things he CAN DO and to do them as long as he likes.

Sometimes a child may prefer just to DO NOTHING.



DO - IT - YOURSELF GAMES

BASIC MATERIALS:

Paper	Magic-markers
Cardboard	Felt
Paste	Wooden blocks
Scissors	Spools
Magazines	Hardware - locks, screws, etc ...
Wood boards	Paint

FARM ANIMALS AND PRODUCTS:

Cut out and past pictures of animals and pictures of these animals' products on separate cards and ask child to match them.



FRUIT MATCHING:

Make a large board with rows of pictures of fruit; the first fruit in each row has an identical match in the same row; ask child to find the same and the ones that are different.

Categories:

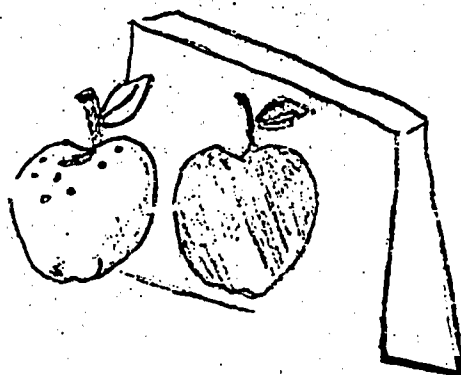
Paste pictures of various means of transportation and various flowers each on separate cards; ask child to place these in two different groups.

Variations:

Use pictures of fruits and vegetables; farm and zoo animals, etc...

FRUIT SILHOUETTE:

Cut out pictures of fruit and back them with heavy cardboard; draw around each picture on one piece of heavy cardboard and color these shapes in to make silhouette; use with other objects, also.



PATTERNING:

Draw large ovals in a row on heavy cardboard and color various colors; make an identical set of ovals for child and cut out; ask child to place his ovals on the matching ovals on the board.

LABELING:

Cut out and back pictures of groups of fruit or vegetables; ask child to name each single item in the picture.

IDENTIFICATION OF COMMON OBJECTS:

Have various items such as pencil, plastic spoon, toothbrush, etc.; place these in a row before the child; now play the game of "I am thinking of ..." and have the child point out object you are referring to.

Have the child narrate and parent guess.



SOCK PUPPETS:

Make hand puppets out of old socks with felt trim faces; use these for language sounds and vocabulary development.

GO TOGETHER THINGS:

Cut and back on separate cards pictures of things that go together, such as toothbrush - toothpaste or pencil - paper; ask child to match these properly.

ACTION PICTURES:

Cut out and back pictures of children performing various tasks and participating in various activities; ask child to tell what the child in the picture is doing.

PICTURES OF OPOSITES:

Cut out and back on separate cards, pictures illustrating opposite concepts, such as light or dark - or on or off; have child show picture of concept you mention.

MATCHING SETS:

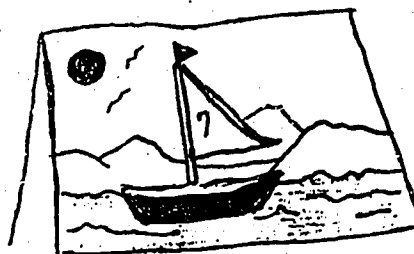
Cut out and back pictures of sets of things such as three chairs, or two dogs; make an identical set for the child and have him match the sets.

SINGULAR vs. PLURAL MATCHING:

Cut out and back pictures of one item and have a picture of several of the same item, such as chair and chairs; have the child show you which one you say.

BULLETIN BOARD:

Cover heavy piece of cardboard with felt; use felt cutouts of various objects or magazine pictures with felt piece basted on back; use the child for discussion, story telling, recognition, classification, etc....



LOTTO BOARDS:

On large piece of cardboard divided into squares, paste pictures of types of food; make matching individual cardboard squares or cards with identical pictures of the food types pasted on them.

As you turn over the cards, give them to the child and have him place them on the same pictures on the board.

Have him say the names of the objects or items as he places them at their proper place on the board.

This can be used with geometric shapes, flowers, farm animals, zoo animals, etc....

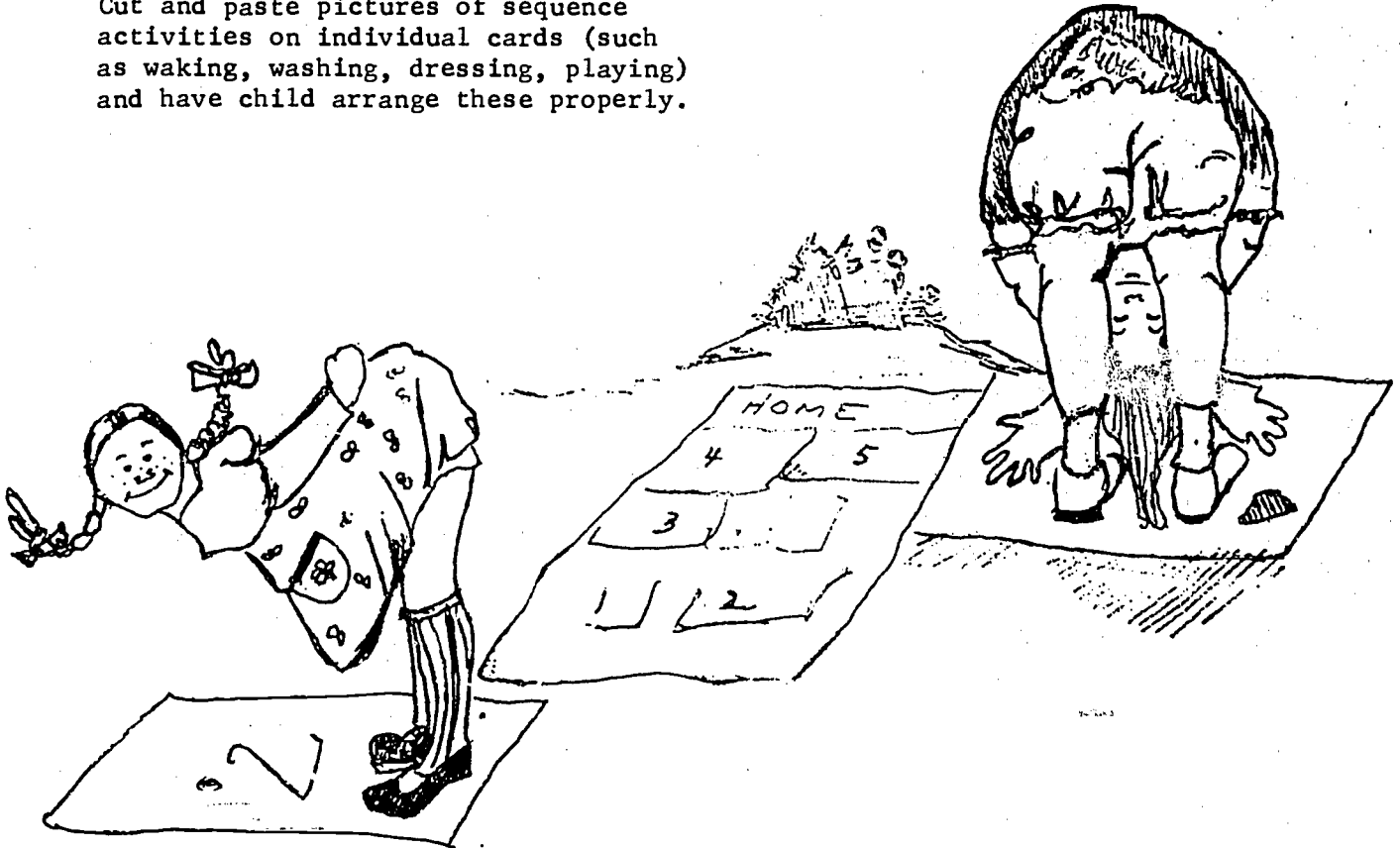
CIRCLE DISCRIMINATION:

Make a lotto board, as mentioned previously, substituting various sizes and colors of circles for pictures.

Make identical circles on individual cards and have the child place these on paper squares on large lotto board.

SEQUENCE CARDS:

Cut and paste pictures of sequence activities on individual cards (such as waking, washing, dressing, playing) and have child arrange these properly.



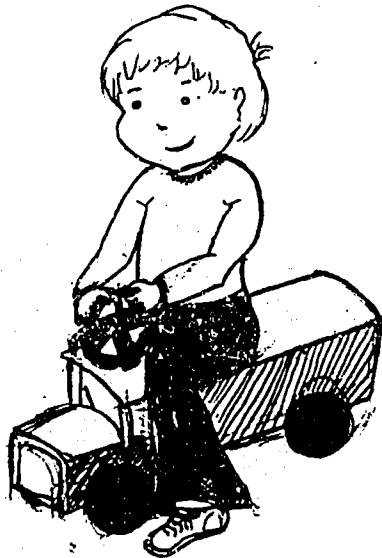
WOODEN BLOCKS:

Use plain wooden blocks about 2 1/2 - 3 inches on a side; paste various objects on each of the 6 sides such as felt geometric shapes, farm animals, zoo animals, fruits, vegetables and felt numbers.

Have at least two identical blocks. These can be used for recognition, classification, matching, etc...

CREATING A RESPONSIVE ENVIRONMENT

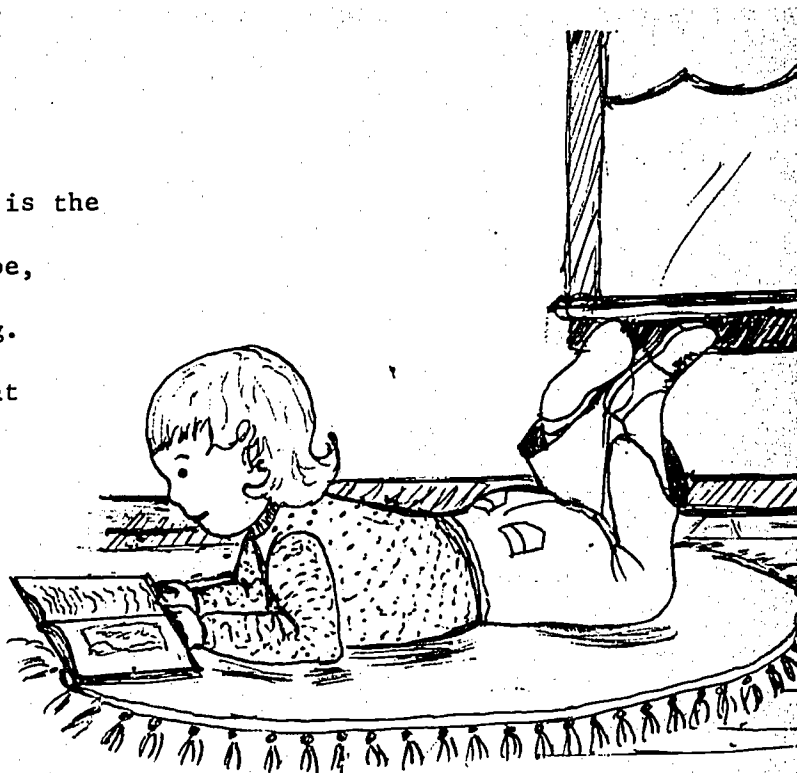
There are other environmental inducements to problem solving. One of these is uninterrupted time. A child should be allowed to work with toys and materials in his own way. A child does not always go about solving problems in the most efficient manner. Constant interruption by an eager adult who wants "to show you how", may stop the child's effort all together.



Children should not always be compelled to get the right answer. A child may learn more from the process than from merely completing something. This creative thinking should be encouraged rather than discouraged by an adult who feels there is only one RIGHT way to do things.

Each child strives to do, to try, when the challenges of activities and experiences involve him as an individual. Life captures his interest and offers him an outlet in which he can develop his mind, body and emotions. Try to instill in your child, "I am only one. While I cannot do everything, I can do something and what I can do, I can do well.

Childhood is the pivotal time. It is the time for joy, for laughter, for hope, for small successes, and for trying. Although life may not always be what is expected, childhood can still build confidence if experiences are faced and the ensuing problems are solved.



The chance to learn in a responsive environment is a great stimulus to intellectual development. It is a reinforcer of the individual's self-confidence. Freedom to explore and to make discoveries at his own pace and in his own way is a definite support to the child's self-concept. Competition is no threat to his pride. Individuality is encouraged. If a child wishes to work cooperatively with others, fine. If he chooses to work or play alone, he may. He is free to do those things he can do, and do them as long as he likes. Sometimes a child may prefer to just "do nothing."

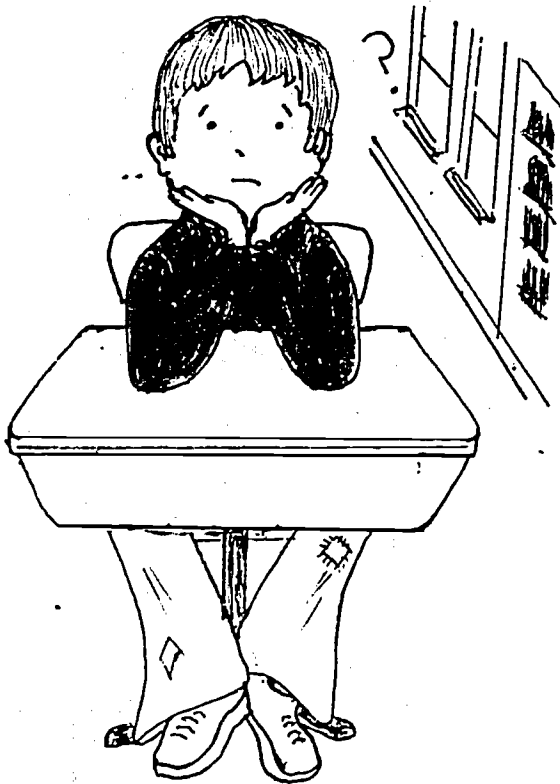
The responsive environment provides for as much success as possible. A child learns things on his own and enjoys success when he masters a puzzle, recognizes a pattern, grasps a concept or discovers a familiar symbol.

The child should not be deprived of his own sense of mastery or feeling of "I did it myself" by an over-eager adult who wants to help. On the other hand, with so much freedom to pick and choose activities, a child will undoubtedly choose things that are too difficult from time to time. It is up to the adult to be a skilled observer and recognize frustration - a potential failure situation. The adult must step in and suggest the child try something else that he can master.

There is no clear cut line to draw between just enough help and too much help. Wherever the line is drawn, progress should be observable in the child's need for less and less help. The successful experiences which help him develop a positive self-concept should occur more and more often.

Another way in which the responsive environment encourages the development of positive self-concept is through the use of positive statements. When a child makes a mistake in playing the games, there is a tendency to say, "NO, that's not right" - "I'll show you how." It would be better to explain to the child what he has done and then ask him to try again.

When a child is learning to talk, rather than correcting him, "No, you said it wrong," try saying it the correct way yourself. The child will quickly learn the difference between the two and pick up the correct expression himself. With these positive kinds of approaches, you are causing the child to feel good about himself, a boost to the child's self-concept.



The way a child sees himself influences the way he behaves. Children with adequate intellectual ability who see themselves as poor students, often do poorly in school.

The responsive program is directed toward preparing a child for success in the classroom, yet it looks beyond school toward the adult who will emerge. Your goal is to set the child on a course that will strengthen his self-assurance all through his life-time.

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C O L O R L O T T O

GAME I

EQUIPMENT: Color lotto board and two (2) sets of colored squares (one set for the parent and one for the child).

PURPOSE: To help the child learn to match colors that are the same.

GENERAL

INSTRUCTIONS:

- A. Ask your child only once each day if he wishes to play the game.
- B. The child may change the rules of the game AT ANY TIME. You must follow the child's rules if he changes them.
- C. You should stop the game when the child seems to have lost interest.

SPECIFIC

INSTRUCTIONS:

- 1. Allow the child free play.
- 2. Collect all of the squares and place them in front of you.
- 3. Hold up a colored square (for example: a red square) and say, "Find a square on your board that is red, the same color as this square."

Q:

If the child points to a square of a different color, move the square you are holding close to his board so the child can see the difference. Wait a few seconds. If the child does not correct himself, say, "These two squares are not the same color. They are different colors. Try again."

I:

- 4. If the child points to the square that is the same color, give him the square you are holding and say, "Yes, these two squares are the same color. They are both red. You may put this red square on your board."

Q:

- 5. Then hold up a blue square and say, "Find a square on your board that is blue, the same color as this square."
- 6. If the child points to a square of a different color, move the square you are holding close to his board so the child can see the difference, Wait a few seconds.

COLOR LOTTO, GAME I (Cont.)

I: If the child does not correct himself, say,
"These two squares are not the same color. They
are different colors. Try again."

C: If the child points to the square that is the same
color, give him the square you are holding and say,
"Yes, these two squares are the same color. They
are both blue. You may put this blue one on your
board."

Continue until all the colors have been covered with
a matching color square.

7. To have your child remove his squares, pick up a
colored square from your set (the parent's set) and
say, "Take off a square that is yellow, the same
color as the square I am holding."

8. If your child picks up a square of a different color,
place it next to your square, so the child can see
the difference. Wait a few seconds. If the child
does not correct himself, say, "These two squares
are not the same color. They are different colors.
Try again."

C: If the child picks up a square that is the same color,
take the child's square and say, "Yes, these two
squares are both yellow."

9. After the child removes the yellow square, say,
Q: "Take off a square that is green, the same color as
the square I am holding."

I: If your child picks up a square of a different color,
place it next to your square so the child can see
the difference. Wait a few seconds. If the child does
not correct himself, say, "These two squares are not
the same color. They are different colors. Try again."

C: If the child picks up a square that is the same color,
take the child's square and say, "Yes, these two
squares are both green."

Continue the game until all squares are taken off the
child's board or until the child loses interest.

C O L O R L O T T O

GAME II

EQUIPMENT: Color lotto board and one (1) set of colored squares.

PURPOSE: To help the child learn color names.

GENERAL

- INSTRUCTIONS:
- A. Ask your child only once each day if he wishes to play the game.
 - B. The child may change the rules of the game AT ANY TIME. You must follow the child's rules if he changes them.
 - C. You should stop the game when the child seems to lose interest.

SPECIFIC

- INSTRUCTIONS:
1. After the child has been successful with the first color lotto game, introduce this game.

2. Allow free play.

3. Place the lotto board in front of the child. The parent should have one set of colored squares.

- Q: 4. Say to your child, "Find a square that is blue."
DO NOT SHOW YOUR CHILD A BLUE SQUARE. If the child points to a square of a different color, pick up a blue square and say, "Find a square that is blue, the same color as this square."
- I:

If the child makes 2 or 3 similar mistakes, go back to Game I.

- C: If your child chooses correctly, say, "Yes, you have found a blue square."

- Q: Then, hand him a blue square and say, "What color is this square?" If the child does not answer say, "This square is blue."
- I:

Continue the game until all the squares on the child's board are covered.

5. To remove squares from lotto board, follow directions in Game I, except do not show the child the square.

- Q: For example: say, "Take off a square that is blue."

SESSION III

TOYS AS LEARNING TOOLS

In this session the importance of toys for learning will be discussed.

The responsive environment will be considered in evaluating play. The values that children gain from playing are: expression of feelings, the development of a healthy self-concept, and improved social, language and motor skills.

Resource materials are provided for parents to turn to for their children.

SESSION III
TOYS AS LEARNING TOOLS

- I. Evaluation of Previous Toy
- II. Demonstration of Learning Episode
 - A. Toy
 - B. Role Playing
- III. Preview Creativity
 - A. Discussion Leader _____
 - B. Objectives
 - C. Assignment
- IV. Topic: Toys As Learning Tools
 - A. Discussion Leader _____
 - B. Idea Section
 - 1. Toys As Learning Tools
 - 2. Toys to Buy
 - 3. "Some of the Best Toys Are Free"
 - 4. Surprise Bag
 - 5. List From A-Z
 - 6. Mothers' Helpers
 - 7. Toys for All Ages
- V. Free Discussion

SESSION III
TOYS AS LEARNING TOOLS

Objectives

During this session the group will discuss the value of play activities for their children.

Parents will exchange ideas or activities they have done at home to help their children learn through play.

SESSION III
TOYS AS LEARNING TOOLS

Assignment Sheet

1. Write some different examples of what you feel (the values) your children receive from their play.
2. At home (during the following week) do two or three of the activities from the idea section, such as making play dough, growing something. How did it work? What values did they receive?

TOYS AS LEARNING TOOLS

Play is valuable to children. This is the way a child learns about the world and how he relates to it. Often parents feel some of their child's play is a waste of time. Play is a child's work. How can play be valuable?

Play is a means of:

1. Expressing emotions
2. Improving self-concept
3. Helping to develop and improve language skills
4. Learning how to get along with others
5. Developing sensory/motor skills

Apply the principles discussed in the responsive program.

1. Allow the child to be free to explore
2. Allow the child to set his own pace
3. Allow the child to find out the results of his exploration
4. Allow the child to discover things for himself

We, as parents, must provide a positive atmosphere for play as well as the place and materials.

TOYS AS LEARNING TOOLS

Remember the theme of the responsive program, "The environment responds to the child, instead of the child responding to the environment." This principle helps the child's intellectual ability as well as his self-concept. Use questions so the child has to think. Use positive statements with the child so the child doesn't feel negative about himself. Remember the conditions the parent must set up in order to provide this responsive program:

1. Free exploration - let the child explore freely in a responsive atmosphere with a variety of materials.
2. Self-correction - let him see his own mistakes and correct himself.
3. Self-pacing - let him determine the time and needs.
4. Discovery learning - let the child discover for himself. Our children are creative. They can think of many things to do with one thing.

VALUES OF PLAY

Play is an important part of a child's life. This is the way our children learn about themselves and the world. Play is:

1. A means of expressing emotions. Children get rid of frustrations and anxieties through play. Therapists encourage emotionally disturbed children to act out their feelings in play therapy.

2. A way to develop self-concept. As children learn how to play a game they play the game over many times because they feel good about their new skill and themselves.
3. A way to develop social skills. Children learn to share blocks, dolls and dress-up clothes.
4. A way to improve language and communication skills. Dramatic play requires a child to communicate. A shy quiet child or one with a speech problem will talk more if they can use puppets, dolls, cars or trains. Children practice their communication skills through play. Take time to listen.
5. A way to improve motor coordination and increase body awareness. The child at play is seldom still. Children learn through their body senses: feeling, tasting, smelling, seeing and hearing. It becomes our job to provide materials for children. If we become creative in choosing materials our children will be more creative in using them.

PROVIDE YOUR CHILD WITH SOME OF THE FOLLOWING TYPES OF TOYS:

- A. Dolls, trucks, dress-up clothes for dramatic play
- B. Blocks of all types
- C. Instruments that can be used with natural elements:
water, sand, mud, etc.
- D. Art materials of all kinds
- E. Musical instruments
- F. Manipulative toys - small muscle toys
- G. Toys for working large muscles, such as jump-o-leens,
ring toss, etc.
- H. Books for any and all kinds

MEET ENVIRONMENTAL NEEDS FOR CONSTRUCTIVE PLAY:

- A. Give the child plenty of space to play
- B. Provide a variety of toys and materials that are easily
accessible to the children
- C. Provide some quiet corners for the child to play alone,
away from household interference
- D. Do not set limits on how many toys may be used together
or how the toys may be used
- E. Provide some organization to materials - plastic dishpans
or clothes baskets placed on low shelves are excellent for
this purpose
- F. Allow the child to choose his own activities for the most part.
Be prepared, however, to step in and suggest other activities
in case of frustration arising from the child choosing a toy
that is too difficult.

I. Many household items can be play things for a rainy day or taken along in a surprise bag for the car.

Playing cards
Flannel boards
Scraps of flannel
Pipe cleaners
Blunt scissors
Scotch tape
Miniature doll family
Magnifying glass
Pick-up sticks
Stapler
Paper punch
Coloring book
Magic slate

Bean bag
Wooden cheese boxes with lids
Something inside boxes
Magic markers
Thick crayons & pad of paper
Magnet
Sewing cards & yarn
Small animals & cars
Old pocketbook with old keys,
costume jewelry, handkerchief, etc.
Gummer labels, stamps, paper shapes,
stars, moon, etc.
Colored construction paper

II. Be creative with household "throw-aways"

Milk cartons
Cereal boxes
Aluminum foil tubes
Plastic bottles
Old nylons
Orange juice cans
Hair rollers
Measuring spoons
Sieves
Spools

Corks
Pots & pans
Walnut shells
Toilet paper rolls
Shoe laces
Paper bags
Cotton
Clothespins
Laundry sprinkler
Sponges

CRITERIA FOR TOY SELECTION

The following criteria should be considered as you choose toys and activities:

1. Do they meet the requirements of those using them as to size, form, indoor-outdoor possibilities and the need for both learning and sheer fun?
2. Interest children?
3. Adapt to more than one purpose, more than one child, or more than one age level?
4. Withstand hard use?
5. Comply with safety standards?
6. Encourage action which can be completed in a relatively short time for young children?
7. Help the child gain some competence for living in the world?
8. Contribute toward his readiness for the next step in his growth?
9. Develop strength and skill together with eye-hand coordination?
10. Help to strengthen good relationships with other people?
11. Offer opportunity to converse and correspond with others?
12. Provide for both social and independent activity?
13. Arouse wonderment, imagination, or creative thinking?
14. Create opportunities for children to feel good about themselves as they do their own thinking?
15. Justify their cost?
16. Represent what the manufacturer claims in ease of assembling and using?

FROM A - Z

A is for Acoustic Tile - used with colored golf tees for peg board.

B is for Blocks - made by putting two milk cartons together.

C is for Coffee Cans - made into drums by using a plastic lid on each end. Various sizes of cans can be fun to stack.

D is for Dough - 2 cups flour, 1 cup salt and enough water to make it easy to use. This should be stored in a coffee can or other air tight container.



E is for Egg Beater - used with soap flakes and water. The soap can be used to finger paint, to frost old tree branches, or to just enjoy with the egg beater.

F is for Findings - buttons, beads, feathers, pieces of pretty paper and anything to sort, string and paste.

G is for Grocery - empty boxes, cans and bags to use in stores and play houses.

H is for Hats - Mom's and Dad's old ones to use with other old clothes for dress up.



I is for Inner Tubes - they make ponds to fish in, baskets for balls and bean bags, boats, etc. It's fun just to roll on them, tug them, sit in them and bounce on them.

J is for Jello - and other things the children can help cook.

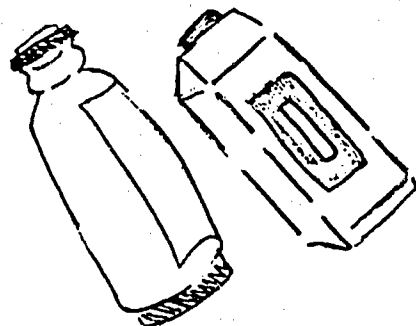
K is for Keys - the old ones left from no longer used locks. These are used or just carry in a purse or a pocket.

L is for Lotto Matching Games - made with magazine pictures.

M is for Macaroni - with different kinds of cereal shapes. Paste these to a paper plate, board, box or paper. Macaroni can be painted, dyed with Rit Dye or food coloring.

N is for Nutshells - walnut halves, especially for making boats. Add a toothpick mast and a paper sail.

O is for Old Boxes - which become a doll house, car, boat or plane, or a cage for a toy animal, or lots of other things.



P is for Plastic Bottles - used to fill with sand outside or for pouring water at the sink. Two plastic milk cartons put together make good blocks.



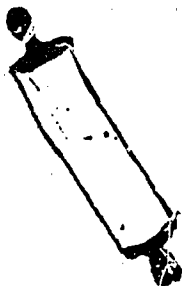
Q is for Q-Tips - used with toothpicks or other things to make pasted collage pictures.

R is for Ribbons - those left from packages, etc. These can be used for pasting, cutting, stringing or to wear for dress up.

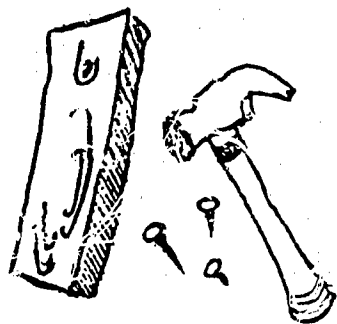
S is for Spools - Dyed with Rit dye. String them, hammer them or use them to paint with.

T is for Tin Cans - to fill with sand, use in a grocery store or to make a container for blowing bubbles with soapy water and a straw.

U is for Utensils - from the kitchen: the measuring spoons, metal cups, wooden spoons, cookie cutters, etc. Some make a rhythm band. Others make painting tools. Still others are fun to use with the flour and salt dough.

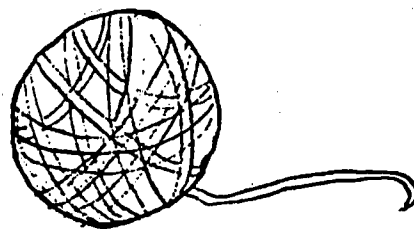


V is for Vinegar - added to Easter egg dye, used to dye egg shells for pasting, or used to dye spools for stringing.



W is for Wood - scrap pieces for hammering and sawing.

X is for Xmas Cards and other greeting cards - cut up for puzzles, or used for cutting and pasting.



Y is for Yarn - to paste or use for stringing.

Z is for ZBT baby powder cans or other cans with a screw on lid to use for a rhythm band shaker.

MOTHER'S HELPERS

PLAY DOUGH:

1 cup salt 2 Tlbs. Cooking Oil (if you have it)
3 cups flour

Enough plain or colored water to make smooth dough (about $1\frac{1}{2}$ cups)

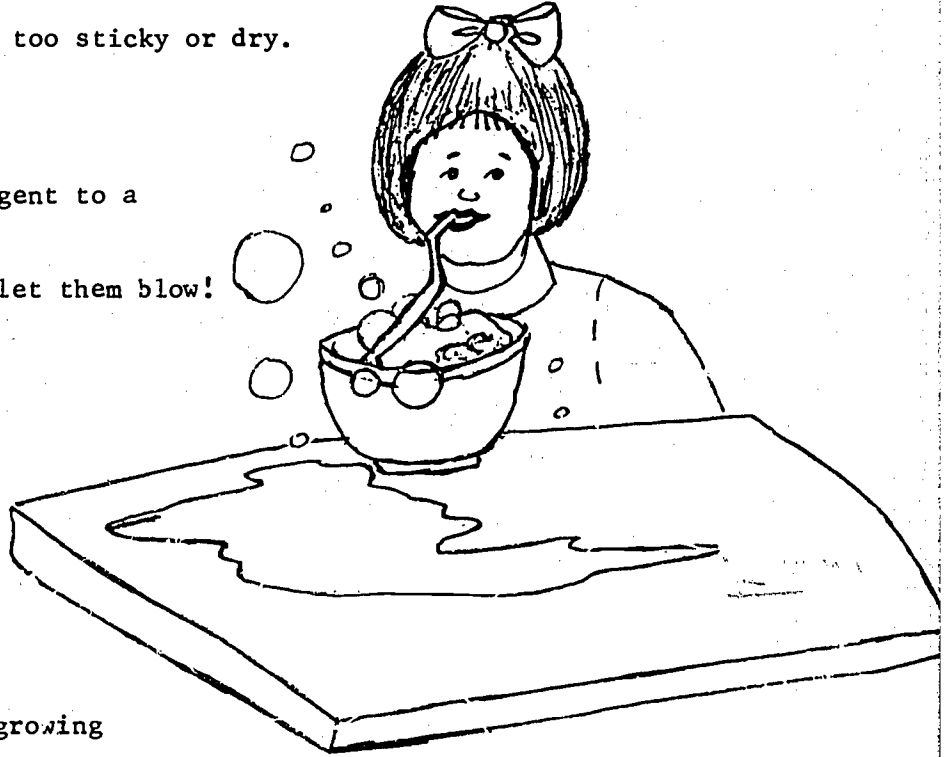
Mix together (let the kids do it). Will keep if covered in refrigerator for several weeks.

Add more flour or water if too sticky or dry.

BLOWING BUBBLES:

Add some dishwashing detergent to a bowl or glass of water.

Give the kids a straw and let them blow!



GROWING THINGS:

Children need to care for growing things.

Get some slips of ivy or geranium or avocado pit, sweet potato, carrot tops, or some other plant from a friend or neighbor who likes plants. Put in water in a glass and watch the roots grow.

Then help the child plant it in a can or container of some kind.

This is a good beginning for responsibility
in caring for something themselves.

Do several in case one doesn't make it.

Also, you can grow seeds in a see-through jar or glass in a piece of wet cotton. This way you can see the roots growing too. Use any kind of seed and keep the cotton moist at all times.

"HELPING" WITH COOKING

Don't forget that little fingers love to help cook:

roll out cookies
roll out pie dough
help with tortillas
mix sugar into applesauce
making meat balls

break eggs when a broken
yoke doesn't matter
hand mix a meat loaf
cutting cookies
kneading bread

MACARONI STRINGING

Macaroni

Heavy cord from around packages

Get big blunt needles, string and macaroni.
Be sure to tie one end of the string so the
macaroni doesn't slip off.

PLAYING STORE

Empty cans with labels, but no lids,
open from bottom side
Empty cereal boxes
Empty egg cartons.
Play money cut from paper sacks or old coupons
are good for money

Lots of fun and good learning experience. What
other place do the children love most but the
pretty grocery store?



PASTING

Paper sacks, let children paste
magazine pictures, toothpicks,
macaroni, cheerios, ribbon,
seeds, left-over thread, lace, etc.
Call them collages.

HOME-MADE PASTE

3 cups water	1 tsp. alum
1 cup flour	1 cup water

Mix the flour and water (1 cup each)
into a smooth paste. Bring the
3 cups water to a boil and add
the paste, stirring constantly.
Add alum. Put into jar with
cover.

MAKE BELIEVE

Large cardboard cartons or packing crates
(free grocery and other stores).

Get several sizes, can be used as cars,
trains, building, jumping into, climbed in
and out of. Dramatic play is really
important.

DRESS-UP

Grandma's old hats
Old high heels
Gay colored skirts
Old beads
Ties
Bandanas

Get a nice box and let children have own
place to go and get old clothes. Become
someone else and being grown-up is lots
of fun for youngsters.



WATER PLAY

Small plastic bottles
Plastic cups, spoons, funnel
Bleach bottles

Can be done on day the floors needs
mopping. Set them up at sink, can
pour, squirt, etc. This seems to
calm some children.

JOIN IN THE FUN -- SUMMER FUN

Garden hose
Sprinklers

Bucket of water with food-colored suds (Ivory or Lux flakes)
Broom

Let them paint driveway or sidewalk. They can hose it off.

WOOD WORK

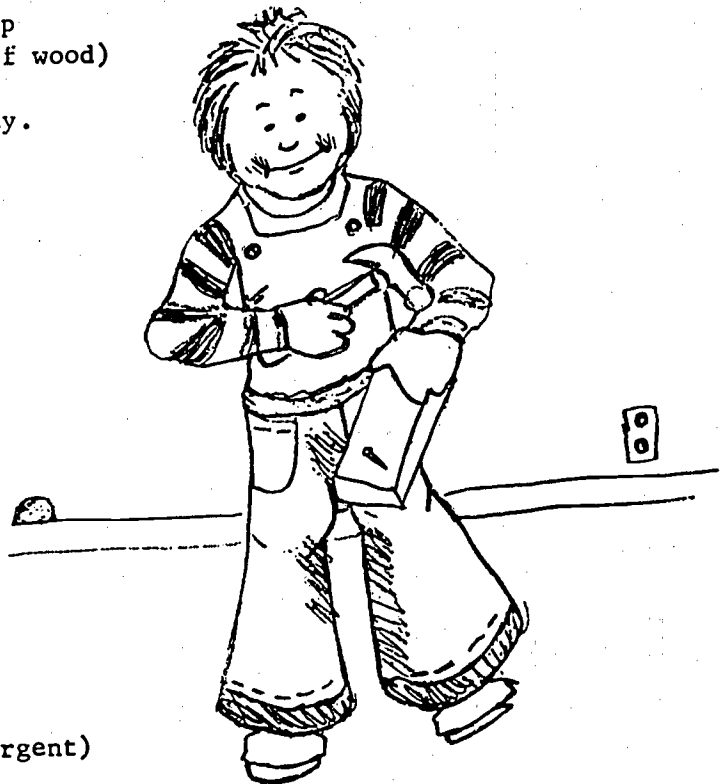
Hammer

15¢ worth large nails

Scrap wood (lumber yards have free scrap boxes where you can get odd pieces of wood)

Hours of enjoyment for very little money.
Keep a "wood box" for a rainy day.

Sand paper and piece of wood and
let them sand down the wood and
brush it off.



SOAP SUDS FINGER PAINTING

Soap flakes (Lux or Ivory - not a detergent)
Water

Add equal amounts of soap and water together
in a bowl. Beat with an egg beater (or
shake in a jar) until stiff like egg whites.

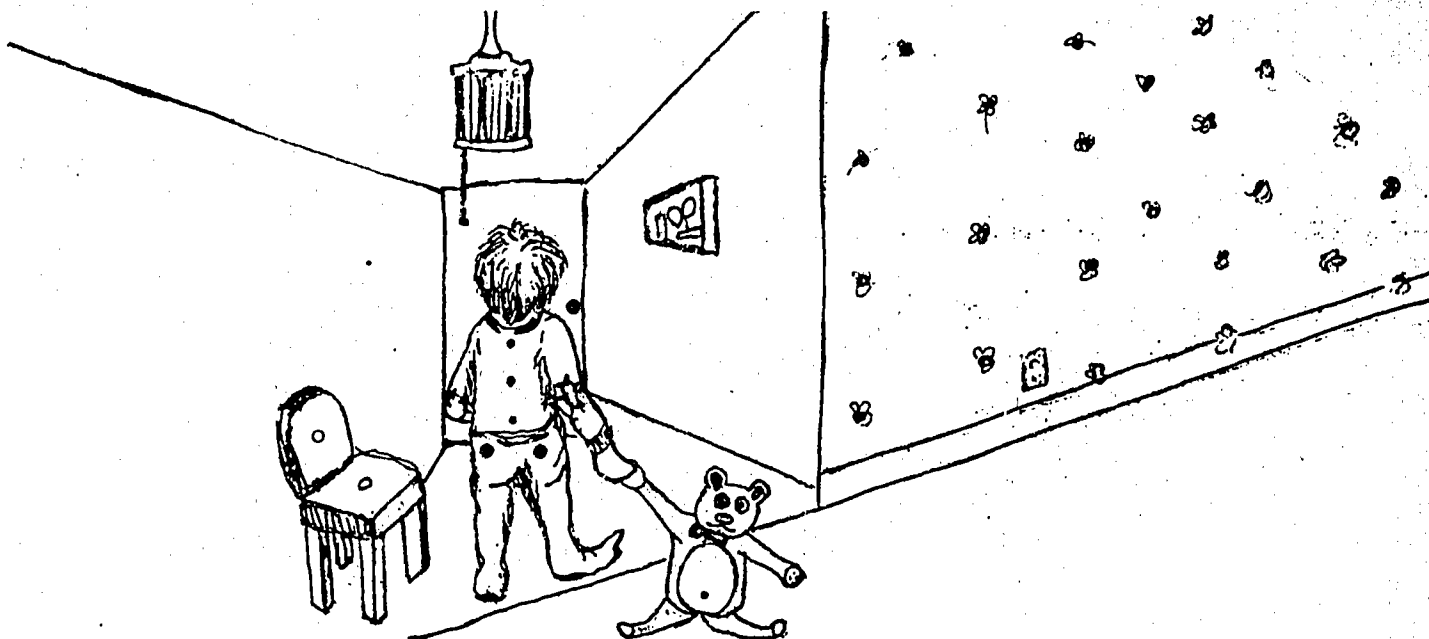
Can be used directly on table top, or try,
brown wrapping paper, grocery sacks, etc.
Then when finished, it washes right off.

BUTTONS

Old piece of material
Needle and thread
Odd buttons

Let children sew on scrap cloth.





TOYS FOR: INFANTS - ONES - TWOS

Who play alone, and side-by-side

Who are self-centered and possessive

Who exhibit incessant random motion

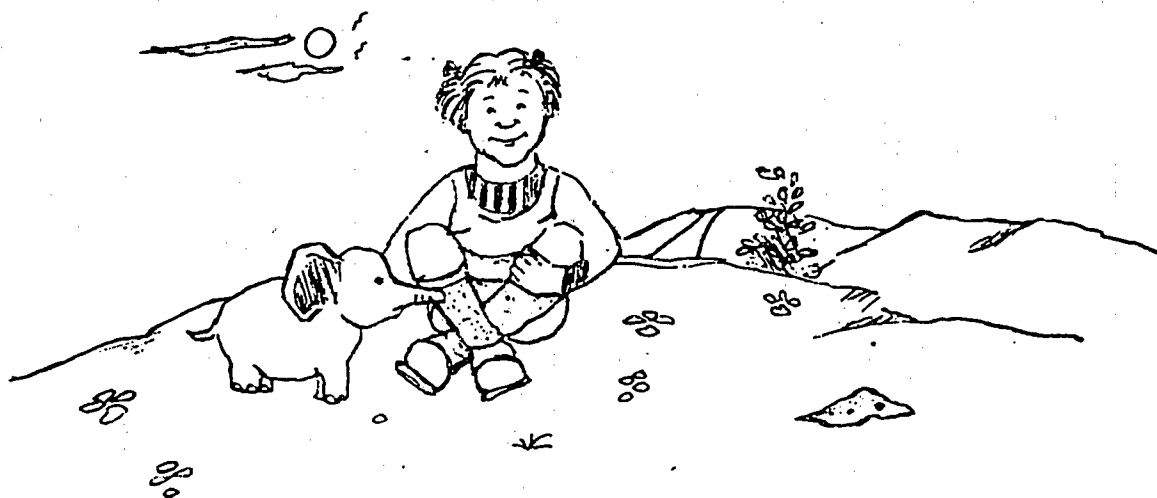
Who look, listen, feel, reach, grasp,
hold, pick-up, carry and drop

Who put-into, take-out-of, take-apart,
put together, push, pull and drag

Who rock, crawl, bounce, jump, climb and
throw

Who like to test muscles

Who have wide-open curiosity



THE INFANT

Toys that attract the eye, tickle the ear and tempt the reading muscles:

strings of colored plastic beads
spools or large buttons
small bells on string to hang
from crib

rattles
large plastic rings
floating bath toys

THE SITTER-UPPER

Toys that appeal to the senses and muscles:

soft toys for throwing
light plastic blocks
washable unbreakable doll
tinkling bells, musical rattle
tissue paper for rattling or
tearing
squeaky toy animal

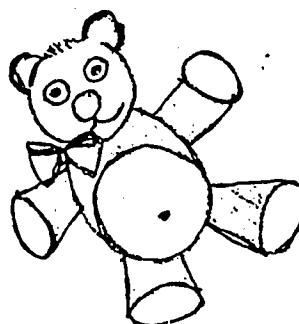
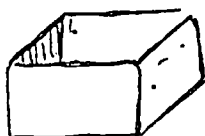
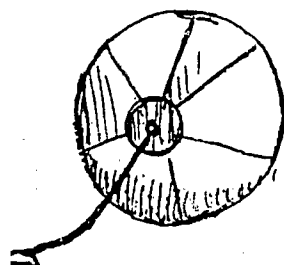
nests of hollow blocks or boxes to
pull apart and put together
empty containers with removable lids
to take off and put on
toys in boxes or baskets for putting-
in and taking-out
floating bath animals

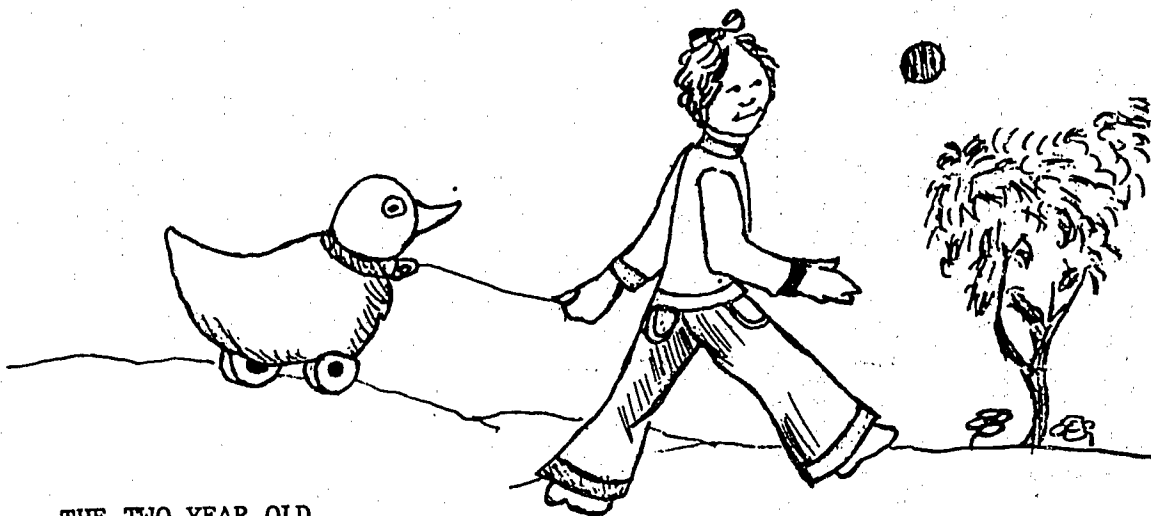
THE TODDLER

Toys that challenge growing powers:

Large, soft ball to push, lie on
or roll over
large colored nesting blocks (with
rope handles in the side) to
serve for piling up, for seats
to sit on, for boxes to put
things in, for conveyors for
dragging
carton or wooden boxes (without
nails or splinters) to climb
upon or into; hollow barrel
to crawl through
plank, slightly raised at one or
both ends, to walk on, bounce
on and jump off of
large hollow blocks and small
floor blocks to carry and
pile up

sandpile with bucket, scoop and
other sand toys
wagon or truck to ride in
small rocking horse
toys for reliving what has been
enjoyed in real life, such as
household articles, plastic
dishes, plastic tools,
autos, planes, doll stroller,
telephone, small chair
linen picture books
books with simple stories and
nursery rhymes, jingles
scrapbooks
large crayons for marking
cuddly toy animals
tom tom, bells, music box





THE TWO YEAR OLD

Toys for building large muscles:

steps for climbing
barrel to climb through and roll over
kiddie car

large hollow blocks to carry and
pile up
large balls
push-and-pull toys

Toys for stretching the mind:

put-together train, truck, boat
or other similar toy
easy wooden inlay puzzles designed
for this age
next of blocks
color cone

large wooden beads (colored)
pegboard with colored pegs
linen picture books
books with nursery rhymes and
simple stories

Toys for pretending:

housekeeping equipment
washable unbreakable doll
cuddly toy animals

costume box with such simple
properties as hat, purse, tie
ride-a-stick horse

Toys for releasing feelings:

large crayons
brush painting materials
including large brush
and large paper
materials for hand painting,
mud-pie making
clay modeling

sand and sand toys
rocking chair
small rocking horse
mallet and wooden pegs
tom tom, bells
marimba, music box



TOYS FOR: THREES - FOURS - FIVES

Who become interested in
playing with others

Who use large muscles quite
well, and who are beginning
to control smaller ones

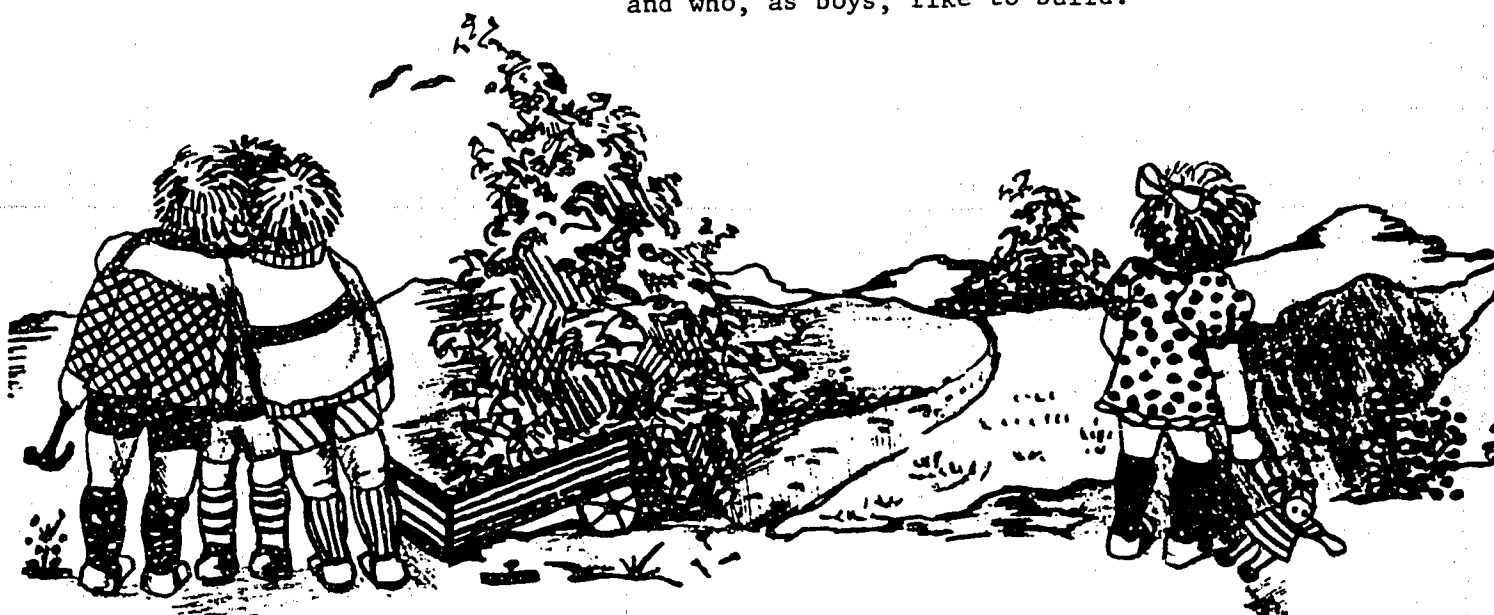
Who enjoy climbing, running and
jumping with a purpose

Who need opportunities for self-
help

Who have difficulty distinguishing
between fact and fantasy

Who have spotty information

Who, as girls, like to dress dolls;
and who, as boys, like to build.



Toys, games and apparatus for strengthening large muscles:

Climbing tower, turning bars,
crawling through apparatus
wagon (large enough to hold child)
tricycle (of correct size)
bouncing horse
push-and-pull toys for younger
children
jump ropes for older children
large balls

paddle with ball attached
bean bags
simple throwing games
simple rolling games
ten pins
large hollow blocks
mallet with peg set for younger
children
work bench with real tools for
older children

Toys that stretch the mind:

lock with key
magnet
aquarium, terrarium
water play toys, bubble set
inlay puzzles, matching picture
games

view master with slides, filmstrips
globes for older children
books with simple stories, poems,
jingles, nursery rhymes
picture books

Toys for pretending:

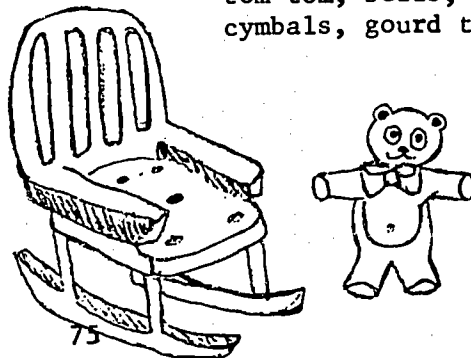
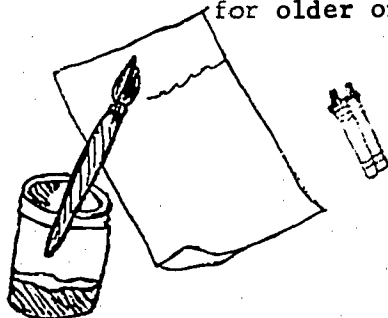
washable unbreakable doll that
can be dressed and undressed
housekeeping equipment of all
sorts including cooking,
laundering, gardening
costume box for "dress-up" clothes
space hat
assorted floor blocks with small
family figures

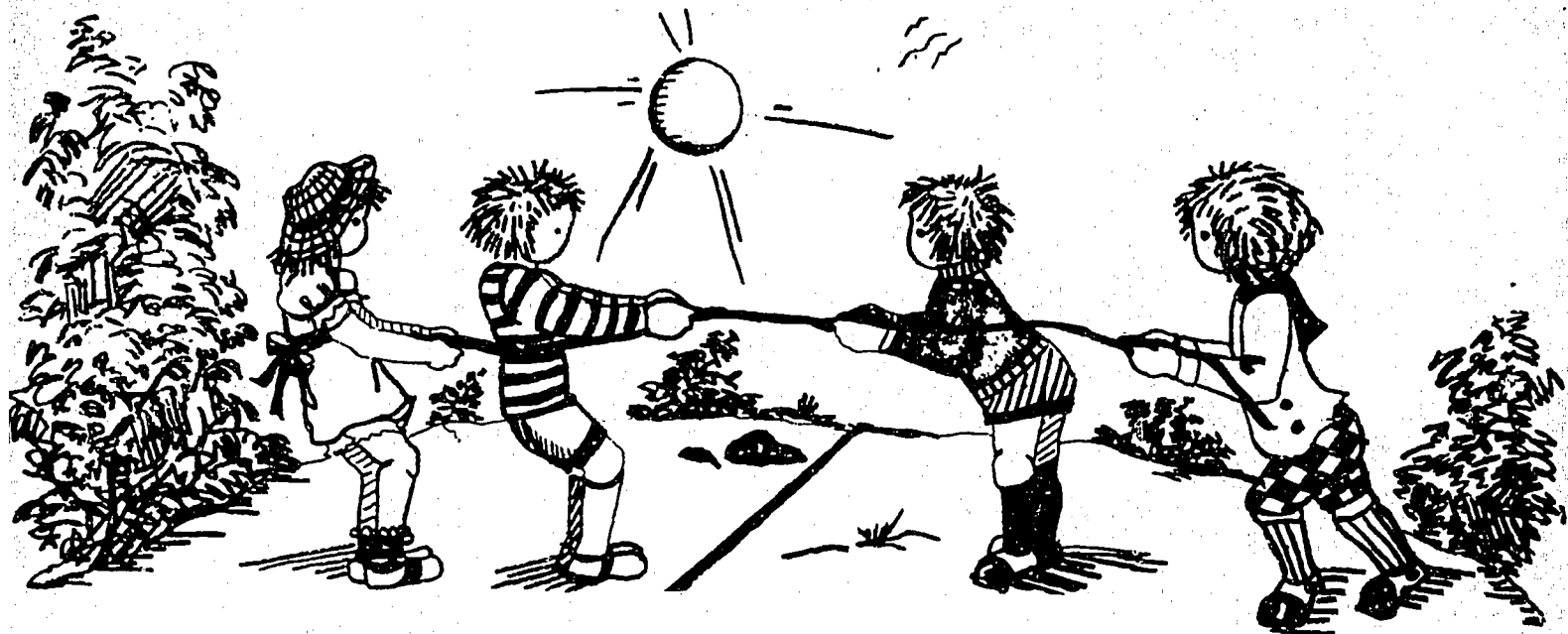
toy luggage
farm and zoo animal sets
transportation toys; boats, trucks,
planes, trains, autos
steering wheel
ride-a-stick horse
sheet or blanket for play tent
large cartons for making stores, houses,
stations and for climbing into

Toys for releasing feelings:

crayons
painting materials with large
brush and paper
hand-painting materials
blunt scissors and paste
clay
hammer, nails and soft wood
large wooden beads for younger
children, smaller beads
for older ones

sand and sand toys
wading or swimming pool
rocking chair
cuddly toy animals
puppets (stick and hand)
musical toy, music box, record player
percussion instruments such as:
tom tom, bells, triangle, finger
cymbals, gourd tone block





TOYS FOR: SIXES - SEVENS - EIGHTS

Who are learning more
about teamwork

Who have fairly good control
of small muscles

Who attempt most anything

Who are very imaginative

Who begin to make practical
use of skills in reading
and writing

Who like magic, comics, simple
table games, puzzles, and
collections

Who, as girls, enjoy paper dolls
jump ropes, hop scotch, and
skates

Who, as boys, enjoy digging and
building.



Toys, games and apparatus for strengthening the muscles and developing skills:

trapeze, horizontal ladder
climbing apparatus (knotted rope,
rope ladder, climbing tower)
tumbling mat
tire swing
punching bag
balls, bean bag games, ring toss game

jump ropes, hoops, marbles, pogo stick,
kite
bicycle, wagon, sled, skates
swimming accessories such as life
jackets, inflatable animals for
water play
garden tools and seed packets

Toys and games for stretching the mind:

magnets, thermometer, magnifying glass, checkers, parchesi
soap bubble set, balloons view master, slides; films, filmstrips
clock dial, abacus, cash register. globe of the world
weighing scales, number games chalkboard, flannel board
anagrams, lotto, alphabet sets, books; some to read, some for being
printing sets, typewriter, read to (poetry and stories)
puzzles including map inlay
puzzles

Toys for make-believe:

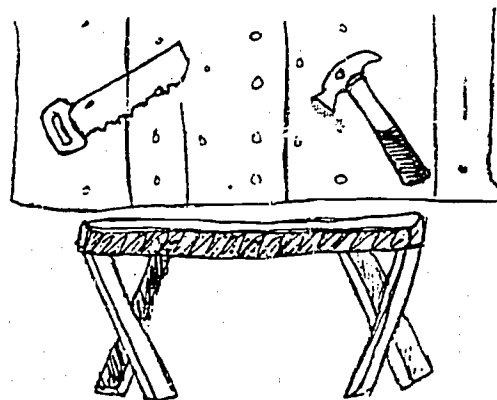
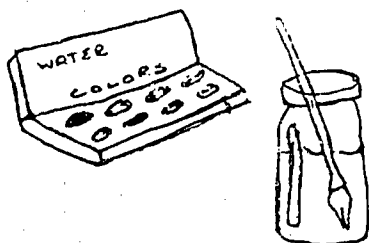
playhouse easily converted into
store, school, theater, club
room
costumes for "dressing-up"
doll house, doll furniture
boy and girl dolls

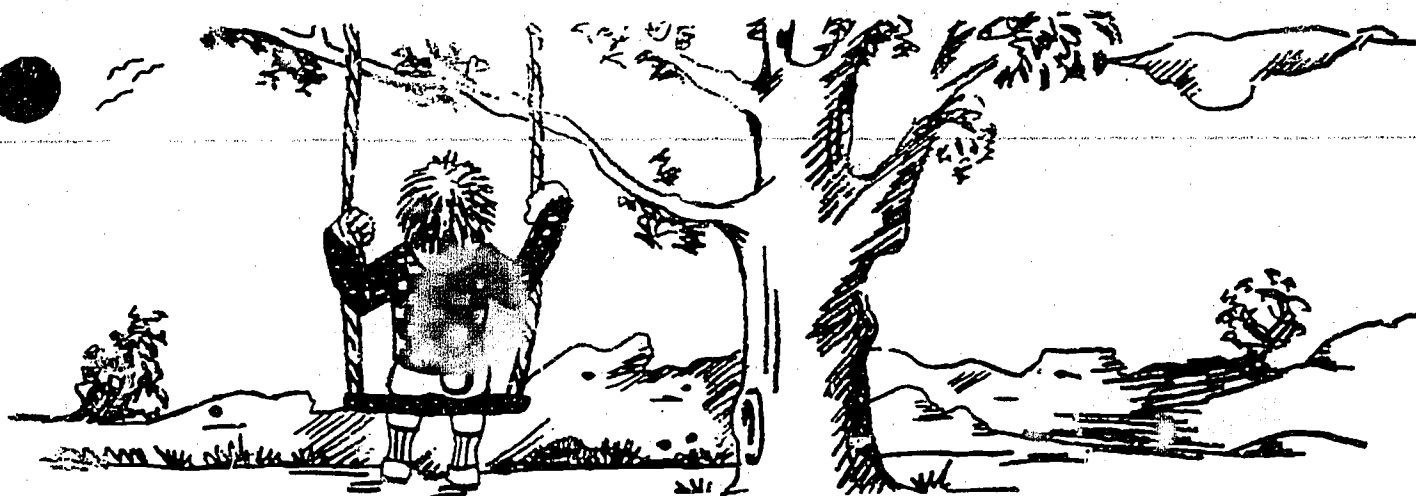
dolls from other parts of the world
transportation toys: boats, trains,
planes, dump truck, tractors
toy circus
puppets

Toys to satisfy that urge to create and to express feelings:

crayons, paint, colored chalk to
use on paper
materials for paper sculpture, clay
sewing kit including cloth for
making doll clothes, tape measure
simple weaving materials

work bench with real tools
construction sets, design blocks
melody bells, resonator bells
marimba, xylophone
percussion instruments
record player





TOYS FOR: NINES - TENS - ELEVENS

Who work well in teams

Who are always on the move

Who engage in active, rough
and-tumble play

Who are avidly exploring and
discovering

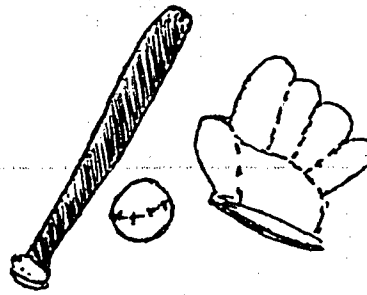
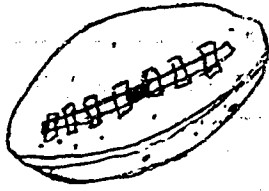
Who have community interests

Who are loyal to country

Who like clubs, trips, pets,
comics, crafts, and musical
instruments

Who have little use for the
opposite sex.





Materials for developing teamwork and for contributing to "club" interests:

baseball, bat, gloves
basketball equipment
football
tennis ball and racquet
badminton set
table tennis set

croquet set
shuffleboard
gardening tools
camping equipment
beach and water balls

Games and apparatus for maintaining muscle tone and for perfecting skills:

trapeze, horizontal ladder, rings
climbing rope
tether ball, boxing gloves
dodgeball

bicycle, skates (roller and ice)
skis, sled
jump rope

Materials for creating and for building confidence and self-esteem:

clay, paints, crayons
craft sets: leather, plastic, metal
stenciling on fabric
shell jewelry set
basket making
bead work
tools, lumber and wheels for making
vehicles boys can drive
models for making rockets, planes
trucks, ships

fishing equipment
camera
puppets
character dolls and materials for making
doll clothes
harmonica
musical instrument (this is the time
children are interested in music lessons)
record player

Materials for stretching the mind:

microscope, magnifying glass,
binoculars, telescope
batteries, electrical bell, switches,
electrical cord
strong magnets
kite
meter stick, tape measure (steel
and cloth) number line,
protractor
speedometer, micrometer, barometer
stop watch, electric clock, alarm
clock, sun dial, 3 min. egg glass
typewriter

scales
compass
models of geometric figures
chess, dominoes, checkers
slides, films, filmstrips, globe, maps
chalk board
hobby sets: stamp collector's album,
rock-hound sets
jig-saw puzzles
books of reference: simple science
and math, travel, exploration,
adventure, discovery, invention
live pets

B I B L I O G R A P H Y

TOYS AS LEARNING TOOLS

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- Scarfe, N. V., Play is Education.
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NUMBER PUZZLE

GAME I

- EQUIPMENT:** One (1) number puzzle with pegs.
- PURPOSE:** To help the child learn to match numerals with the number quantities that they represent.
- GENERAL INSTRUCTIONS:**
- A. Ask your child only once each day if he wishes to play the game.
 - B. The child may change the rules of the game **AT ANY TIME**. You must follow the child's rules if he changes them.
 - C. You should stop the game when the child seems to lose interest.
- SPECIFIC INSTRUCTIONS:**
1. Place the puzzle on the floor or on a table.
 2. Allow the child free play.
 3. After the child has played with the puzzle for a few minutes, pick up the #1 section of the puzzle and say, "This is the numeral 1 (point to the numeral). Let's count how many pegs there are ...1".

Now pick up the #2 section and say, "This is the numeral 2 (point to the numeral). Let's count the pegs ... 1 ... 2". Do not worry if the child does not count along with you. Continue counting until you have counted all ten sections of the puzzle.
 4. After your child has played this game several times, or becomes bored, go on to Game II.

NUMBER PUZZLE

GAME II

- EQUIPMENT:** One (1) number puzzle with pegs.
- PURPOSE:** To teach the child to count in sequence.
- GENERAL INSTRUCTIONS:**
- A. Ask your child only once each day if he wishes to play the game.
 - B. The child may change the rules of the game **AT ANY TIME**. You must follow the child's rules if he changes them.
 - C. You should stop the game when the child seems to lose interest.
- SPECIFIC INSTRUCTIONS:**
1. Allow the child free play.
 2. After your child has gone through Game I several times or seem bored with the game, begin Game II.
 3. Pick up the #1 section of the puzzle and say,
"This is the numeral 1, and there is 1 peg.
Which numeral comes next?"
- Q:
- I: If the child selects the wrong number, pick up the #2 section and say, "The numeral 2 comes next. Do you want to count the pegs?"
- If the child makes a mistake, tell him the correct numeral.
- Q: If the child selects the #2 section say, "Yes, the numeral 2 comes next. Would you like to count the pegs?"
- Continue the game until you have counted all ten sections of the puzzle.

SESSION IV

CREATIVITY

To overly structure a unit entitle Creativity seems somehow to be a self-defeating approach. The following session is based upon the premise that creativity stems from free exploration and expression, when the individual is appropriately stimulated and then reinforced.

This session is a guide. Supplemental methods may be used to stimulate creativity and free expression. Class members will attempt to break away from traditional educational procedures. Over-learning is important to the learning process, but can be detrimental to free expression and creativity. By reinforcing creative expressions and providing a stimulating environment the child can more closely realize his learning and expressive potentials.

SESSION IV

CREATIVITY

- I. Evaluation of Previous Toy
- II. Demonstration of Learning Episode
- III. Preview Self-Image
 - A. Discussion Leader _____
 - B. Objectives
 - C. Assignments
- IV. Topic: Creativity
 - A. Discussion Leader _____
 - B. Equipment
 - 1. Projector
 - 2. Screen
 - C. Suggestions
 - 1. Films
 - a. The Small World of the Nursery School
 - b. Why Man Creates
 - D. Topics
 - 1. Assignment Sheet
 - 2. Class Activities
 - 3. Be Aware...
 - 4. Transmitting Creativity
 - 5. A Key...
 - 6. Summary Quiz
 - 7. Bibliography
- V. Open Discussion

SESSION IV

CREATIVITY

Objectives

Parent will realize that the reinforcement of creative expression (curiosity) and the provision of a stimulating environment will assist the child in the development of creativity.

SESSION IV

CREATIVITY

Assignment Sheet

I. What did you observe your child doing this week that expression of his curiosity?

II. How did you respond?

III. What expression of creativity resulted?

SUGGESTED CLASS ACTIVITIES

1. Compose a list of methods of how to squelch creativity in your child.
2. Write a poem about creativity.
3. Compose a list of reasons why you disagree with the approach taken by the presenter in regard to the transmission of creativity.
4. Define creativity.
5. Develop an original game to be played by the number of people in your group, utilizing a ping-pong ball, a light bulb, and a loaf of bread.
6. Develop a game to be played by the number of people in your group utilizing a spool of thread, a Dixie cup and a catcher's mitt.
7. Formulate a group answer to the question: Why does man create?
8. Make a list of the things the members in your group consider to be more important than creativity in the up-bringing of a child.
9. Play a record. Dance or move creatively to the music.
10. Play the "Who or What am I" pantomime game..

BE AWARE OF YOUR CHILD'S NATURAL CURIOSITY

AND

REINFORCE HIM IN THE DIRECTION OF CREATIVE BEHAVIOR

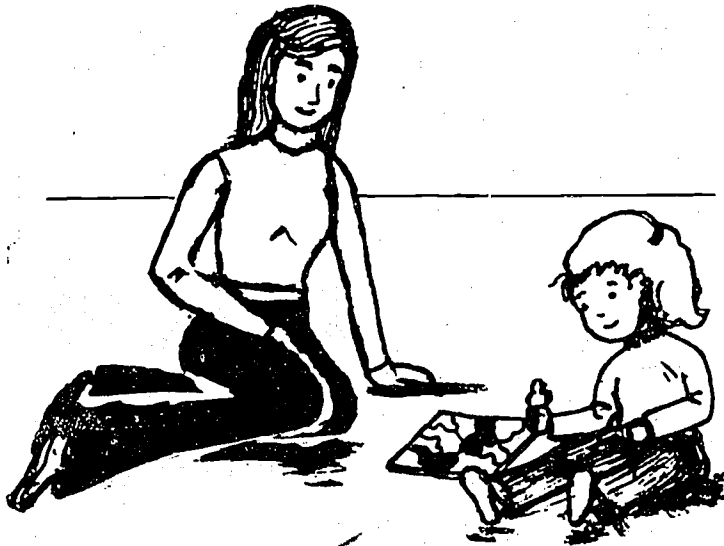
If you accept the idea that children are naturally curious, you as a parent should be aware of the natural curiosity in your child. If you believe that curiosity leads to creativity then you will be looking for opportunities to encourage his creative behavior.

Watch your child in the kitchen. Watch what he does with objects. He may smell, taste, feel, throw, play with, or even try to break them. Your child wants to know what the object is. He wants to understand. He is willing to put forth the effort to test it in any way he can.

Consider the age of the child and the objects available, when you stimulate your child's creativity. Pre-school children can be easily structured into seriation games (putting things in sequence from largest to smallest, grouping objects by color or shape, etc.).

If your child has selected some object such as a jar of spices, say "smells good!" at the exact time he is smelling. Take the object and say, "Johnny smell the spices." You are teaching him about spices, smell, sharing, communicating, words and love.

Although your child is like other children in that he is curious, he is unique in his own individual curiosity.



Be interested in what he is interested in. If it seems right and it seems good and you think he can learn from it, then reinforce it any way you can.

For example, if you want your child to become interested in a book, then eliminate other distractions. Sit down in the middle of the floor with the book and read it to yourself. Your child will probably be there in a second. He wants to do what you do. He is intensely curious. Take it naturally from there. Don't prolong the situation. Your child knows how long he wants to be interested in something.

Be supportive.

Be helpful.

Be amazed!

TRANSMITTING CREATIVITY

What is creativity? _____

Is creativity the ability to bring a new thing or things into being from seemingly unrelated parts?

Many individuals do not realize the creative potential they possess, but they do create. Why? Why aren't people content with things as they are?

In our society individuals are capable of bringing into being a totally new object or situation from unrelated parts of material. For example, a great artist transforms a musical composition, adding his own creative interpretation, and electrifies an audience. Society has been creative enough to learn how to fly to the moon and to cure previously incurable diseases. Each individual person has a fantastic capacity for unique perceptions, responses and behaviors.

Creativity implies the ability to break mental sets. Some psychologists have described all of human behavior as being a series of different games. Most children learn rapidly the rules of these intricate games. There are certain things you "must" do and there are certain things that you "must not" do.

Let's all be creative and think of some "must not's".

There are various rules by which we operate. The more creative person tends to break the rule. How many successful and gifted individuals have you known or heard of who are non-conformists to a great extent?

Why do you think this is so?

CREATIVE PARENTS YIELD CREATIVE CHILDREN.

Perhaps that frightens you. Or perhaps, you feel that everyone has more creativity than they really think they do! How can we promote creativity in our children? _____

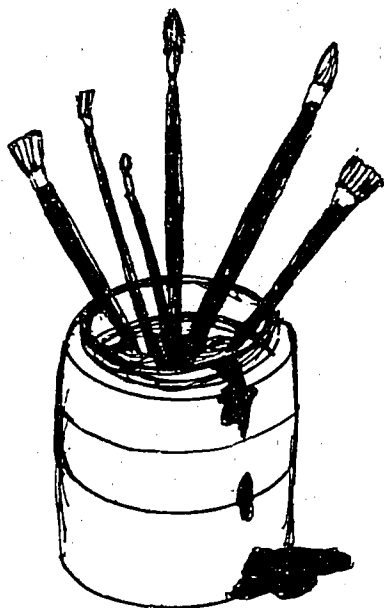
Is your child's creativity inhabited by (1) society (2) school and (3) home? _____

There is social pressure today for people to behave according to set patterns. Isn't it interesting that a group of five to ten people can stand together on a street corner for a period of ten minutes waiting for the same bus and quite possibly not speak a word to one another? Why is this so? _____

Many routines in school inhibit creativity. Consider a problem. You have 25 to 30 six year olds in a classroom and you are the teacher. Perhaps the first thing you would try to bring about would be control, not creativity. Although this is very necessary, many methods of obtaining control and conformity inhibit creativity! What might you do as parents to influence changes that need to be made?

A recent trend in education is the "self-discovery" model. If the child has a question about something it is the teacher's role in this model to outline alternative paths so that the child can discover the right answer himself instead of being told the answer. Through research, educational psychologists have discovered that self-discovery learning is more likely to be remembered than imposed learning.

1. Do you agree?
2. Does your school emphasize control and conformity?
3. Are creativity and self-discovery learning encouraged?



Let's consider how the home setting inhibits creativity. Do you recall the main point of this presentation?

CREATIVE PARENTS YIELD CREATIVE CHILDREN

Often there must be pain and sometimes fear as children reach out towards the unknown. Mistakes and failures cannot be avoided along the way.

There are occasional backward steps but if they meet success more often than failure, children realize their strengths as persons. The joy and pride of gaining confidence in their own powers makes the effort of reaching out worthwhile.

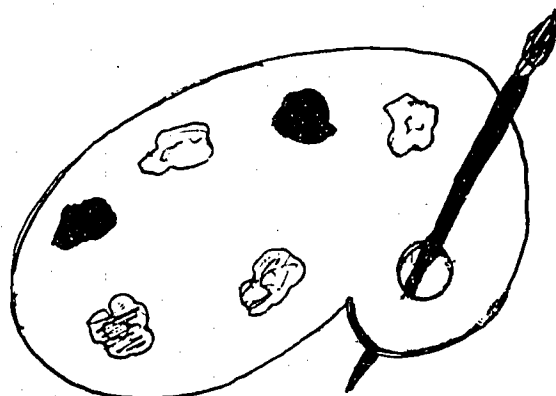
Although we must provide materials for the child to encourage creativity, we must not over structure, over explain, over use or defeat the purpose of any of the materials.

Why do children tend to play with the boxes that toys come in?

Why do parents get uptight about this fact?

Do parents think just because they bought a "plaything" that it is what the child must play with. Books are for "learning from," toys for "playing with," furniture for "staying off of," and people for "impressing?"

A child's environment should be spiced with various materials to stimulate creativity. It's good to have books around. It's even better for the child to see his parents reading books.



CLAY

PAINT

SAND

HAMMER & NAILS

WOOD

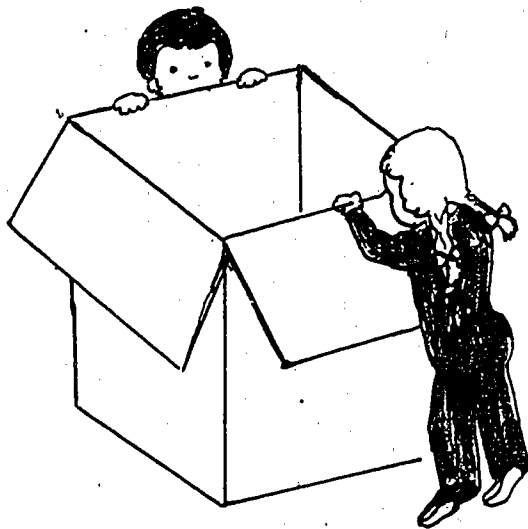
CONSTRUCTION PAPER

C
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ETC.

have proven to be excellent materials. Unfortunately all of these materials cannot be presented in the middle of the living room. Go a step further with the child than the obvious use of some of the materials. When the child asks, "What is this?" Tell him it is a coat hanger but ask him what else it looks like. Ask him what it could be or could do. Show him that it could be a bow and arrow.



Maladjusted children are probably not the product of parents who say, "No" too much, but who say "Yes" too little. The imagination of your child is the best resource that you need to foster creativity in the home.

Childhood is a time when imagination and creative mentality develop rapidly. Eric Erickson described this age in a child's words,

"I am what I am. I am what I imagine I can be."

SESSION IV

CREATIVITY

Summary

Children will be creative if they are free from unreasonable restraint and afforded appropriate materials and experiences with which to work.

1. Realize that you as an individual possess a great amount of creative potential.
2. CREATIVE PARENTS YIELD CREATIVE CHILDREN.
3. The process of transmitting creativity from parent to child is not that difficult. Young children are naturally curious. Someone who is curious is also creative. Children, in many instances, learn in spite of their schools. We often structure children incorrectly or inappropriately. In getting them to follow certain rules that they might learn, they lose the very spark which makes learning enjoyable.

Children learn from natural, everyday experience. When you're near a young child, take some time. Think about what he is learning as he carries out the tasks of play.

4. Realize the creative potential that you as a parent have and continue to foster your own curiosity and creativity.

DO CREATIVE PARENTS YIELD CREATIVE CHILDREN?

The burden of truth is on you!!!

A KEY TO CREATIVITY IS BEING ABLE
TO SEE THINGS IN A NEW WAY

Can you take time to read this document and think about each word?
Are you really too busy? If so, perhaps you won't be able to see things
in a new way.

Life is chaotic
Society psychotic.

There's no time for me
to consider a tree.

I just really couldn't
It's not that I shouldn't.

I'm just not that free
To consider a tree.

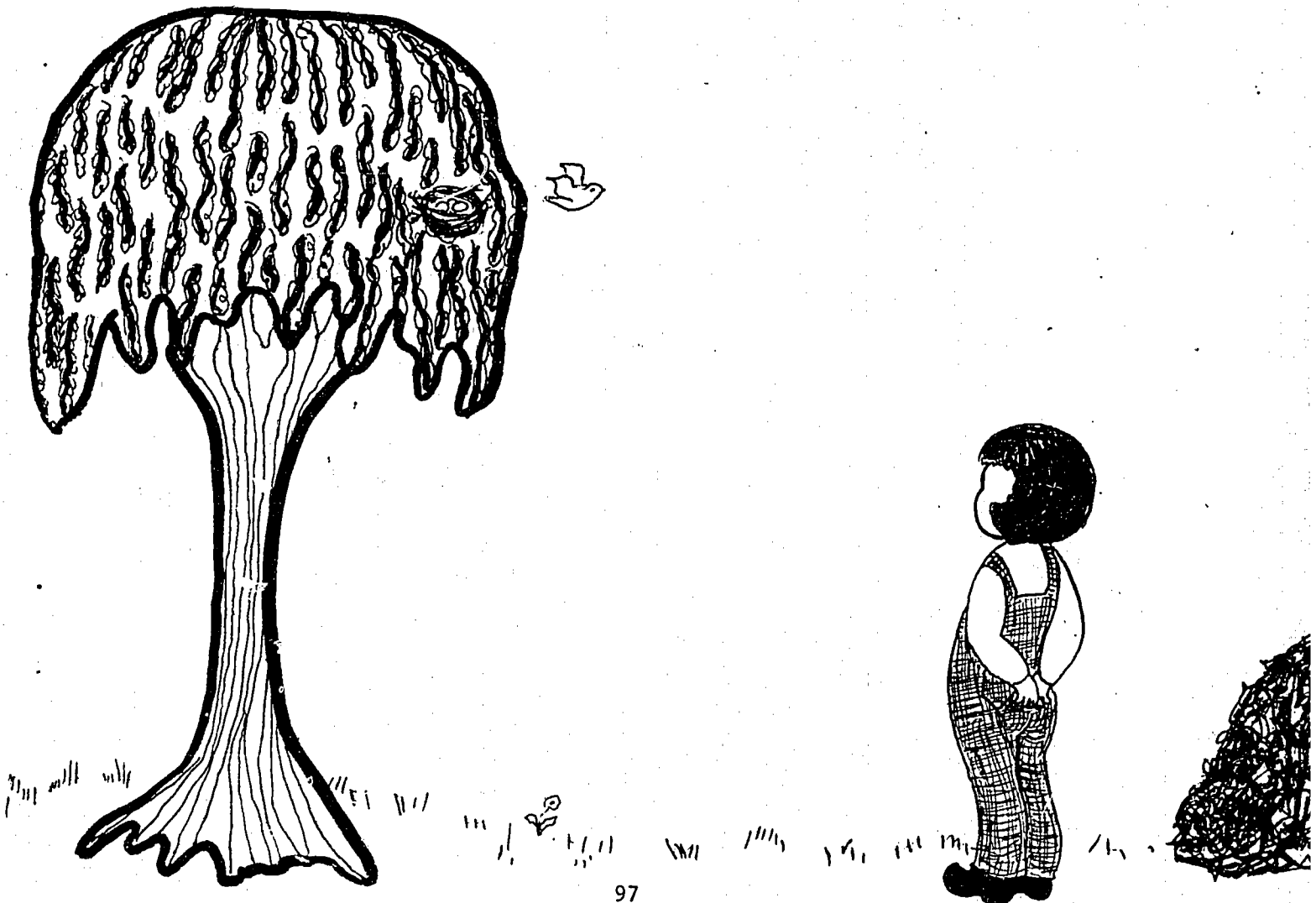
But maybe I can be.

Okay. So you decide to take the time to try and look at something
in a new way. Really, what is there to be learned from a tree? I
thought about it for about 15 minutes and these new learnings came to me:

1. Trees branch out from a main trunk like: religious denominations,
state highways (from the capital), families, etc.
2. Trees are an important part of the ever continuing cycle of
life. They are rooted into the ground and reach up into the
air (Remember the illustration in the fifth grade science book).
The tree grows from the ground into the air, drops its seed
back to the ground and begins again.
3. Men are very much like trees. Some are solidly rooted, some
are barren, some bear fruit, some are dying, some are being
born, some are as solid as an oak (pardon the expression).

I realize these aren't fantastic philosophical breakthroughs or even perhaps logical commentaries about life, but then I only spent 15 minutes. Besides, more importantly, I had a sense of relaxation when I just took the time to do it. What is really more important anyway than being able to enjoy the very basic, simple things of life?

You really do have the time -- do you have the contentment to give it a try? Besides, it doesn't have to be a tree. Whatever interests you. Whatever it is, first take the time to look at it; secondly try to look at it in a new way. It can't hurt a bit.



SESSION IV

CREATIVITY

Summary Quiz

Answer the following five questions with a + (yes) or 0 (no)

1. Do creative parents yield creative children? _____
2. Do the following three institutions: home, school and society - to some degree - inhibit creativity? _____
3. Is reinforcement of natural curiosity an important key to the development of creativity? _____
4. Do you possess creative potential? _____
5. Should a child's environment contain materials conducive to the development of creativity? _____

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F E E L Y B A G

GAME I

EQUIPMENT: Small bag and two sets of masonite cut-out shapes. Each set has these four shapes: circle, square, triangle and rectangle.

PURPOSE: To help the child develop understanding of shape by means of tactile and visual stimuli.

GENERAL

- INSTRUCTIONS:
- A. Ask your child only once each day if he (or she) wishes to play the game.
 - B. The child may change the rules of the game AT ANY TIME. You must follow the child's rules if he changes them.
 - C. You should stop the game when the child seems to lose interest.

SPECIFIC

- INSTRUCTIONS:
1. Place feely bag and shapes on a table or on the floor.
 2. Allow the child free play with them - any way he wishes.
 3. Take one, each, of the 4 shapes and put them into the bag; then place the other 4 shapes on the table so the child is able to see them.

Q: 4. Pick up the circle from the table and say to your child, "This is a circle. Find a shape in the bag that is the same shape as this circle."

NOTE: If the child looks in the bag while playing the game, say, "Now find a shape in the bag WITHOUT looking in the bag."

I: 5. If the child chooses a different shape, hold up your circle and the shape the child took out of the bag and say, "No, these two shapes are not the same, try again."

C: 6. If the child chooses a circle, say, "Yes, these two shapes are the same. They are both circles."

7. After the child has found the circle, place the 4 shapes in the bag again. Pick up the triangle from the other shapes, and say, "This is a triangle, find a shape in the bag that is the same as this triangle."

F E E L Y B A G

GAME II

EQUIPMENT: Small bag and two sets of masonite cut-out shapes. Each set has these four shapes: circle, square, triangle and rectangle.

PURPOSE: To help the child develop understanding of shape, by means of tactile and visual stimuli.

GENERAL

- INSTRUCTIONS:
- A. Ask your child only once daily if he (or she) wishes to play the game.
 - B. The child may change the rules of the game AT ANY TIME. You must follow the child's rules if he changes them.
 - C. You should stop the game when the child seems to have lost interest.

SPECIFIC

- INSTRUCTIONS:
1. Allow the child free play.
 2. Take one, each, of the 4 shapes and put them on the floor, or on a table. Keep the other four shapes concealed beside you.
 3. Say to your child, "Close your eyes while I put one of the shapes in the feely bag."
 4. Take the circle from the concealed 4 shapes and put it into the feely bag.
 - Q: 5. Say to your child, "Feel the shape inside the bag, and find a shape on the table that is the same shape."

NOTE: If the child looks in the bag while playing the game, say, "Now find the shape WITHOUT looking in the bag."

6. If your child selects a different shape, have him feel the shape in the bag, and the shape he selected at the same time and say, "No, these shapes are not the same, they are different, try again."
- I: 7. If the child chooses a circle from the table, take the circle out of the feely bag and the circle he chooses from the table and say, "Yes, these two shapes are the same. They are both circles."
- C:

FEELY BAG, GAME II (Contd.)

8. Place the 4 shapes on the table again. Have the child close his eyes while you put one of the concealed 4 shapes (for example: a square) in the bag. Have the child feel the shape in the bag and find one on the table that is the same shape.

F E E L Y B A G

GAME III

EQUIPMENT: Small bag and 2 sets of masonite cut-out shapes. Each set has these four shapes: circle, square, triangle and rectangle.

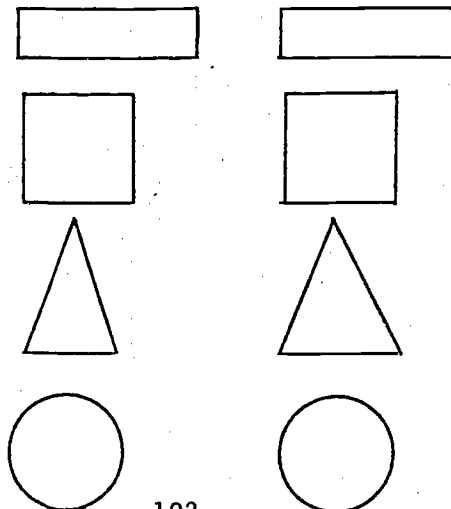
PURPOSE: To give the child experience in developing problem solving and pattern extension.

GENERAL

- INSTRUCTIONS:
- A. Ask your child only once each day, if he wishes to play the game.
 - B. The child may change the rules of the game AT ANY TIME. You must follow the child's rules if he changes them.
 - C. You should stop the game when the child seems to lose interest.

SPECIFIC

- INSTRUCTIONS:
1. Before starting the game, allow the child free play.
 2. Then place the shapes on the floor, or table as below:



FEELY BAG, GAME III (Contd.)

and say, "Close your eyes, - I'm going to take away one of the shapes."

Q: 3. Take one of the circles off the floor and put it in the bag, and say, "Open your eyes, - which shape is missing?"

I: 4. If the child says a piece other than the circle, say, "Feel the shape inside the bag ... what shape is it?" If he says circle, say, "Take the circle out of the bag and put it on the floor in its place."

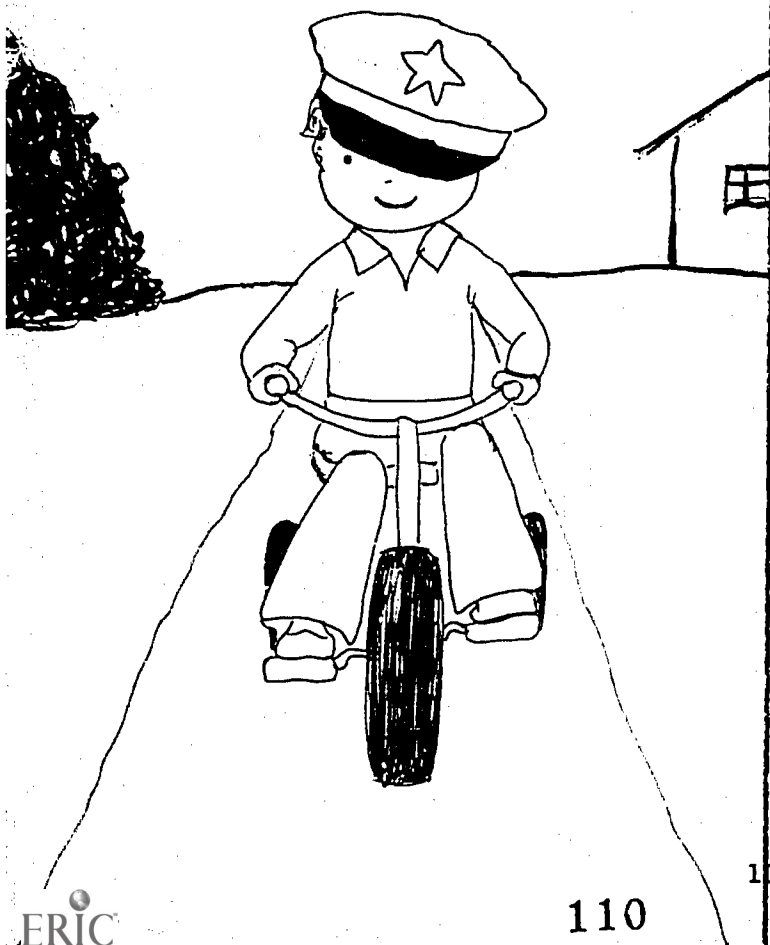
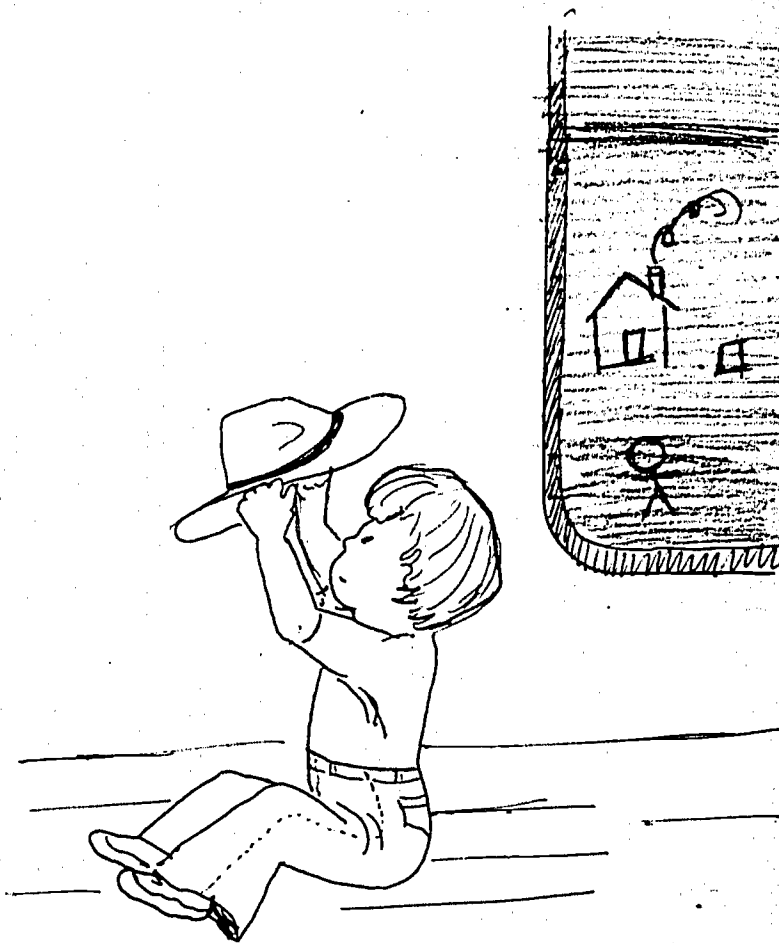
NOTE: If the child looks in the bag while playing the game, say, "Now, find the shape WITHOUT looking in the bag."

I: 5. If the child is unable to put the circle on the floor where it should go, say, "There are two rectangles here (pointing to the rectangles), 2 squares here and 2 triangles here, but there is only one circle here...the circle goes here."

C: 6. If the child chooses a circle, say, "Yes, a circle is missing, take the circle out of the bag and put it on the floor in its place."

7. Play the game several times, removing a piece at a time from the pattern.

8. After the child is able to see one missing piece, remove two pieces and ask which pieces are missing.



SESSION V
POSITIVE SELF-CONCEPT

The following considerations will be explored in this session: What is self-concept and how does it develop? What can I do to provide an environment which will help my child develop a healthy self-concept? What do I need to avoid? How can I assist my child develop independence?

Various group activities will be used to aid in our discussion and understanding of a positive self-concept.

SESSION V
POSITIVE SELF-CONCEPT

- I. Evaluation of Previous Toy
- II. Demonstration of Learning Episode
 - A. Toy
 - B. Role Playing
- III. Preview Discipline
 - A. Discussion Leader _____
 - B. Objectives
 - C. Assignment
- IV. Topic: Developing a Positive Self-Concept
 - A. Discussion Leader _____
 - B. Topics for Discussion
 - 1. Developing Positive Self-Concept
 - 2. Poem: Growing Self
 - 3. To The Parents
 - C. Films
 - 1. "Claude"
 - 2. "When Should Parents Help"
 - D. Open Discussion

SESSION V

POSITIVE SELF-CONCEPT

Objectives

During this session each class member will identify two important aspects concerning the development of a healthy self-concept. Class members will consider the importance of various situations that effect the self-concept both positively and negatively.

SESSION V

POSITIVE SELF-CONCEPT

Assignment Sheet

1. In your own words write in the space below what you consider to be a definition of self-concept.
2. Write an example of something that was harmful to the development of your child's self-concept.

BUILDING THE SELF-CONCEPT

Develop an awareness of the child's point of view. What is a problem to him? When is he ready for a particular task? What are his fears?



It takes time for the child to understand and accept adult standards of conduct.

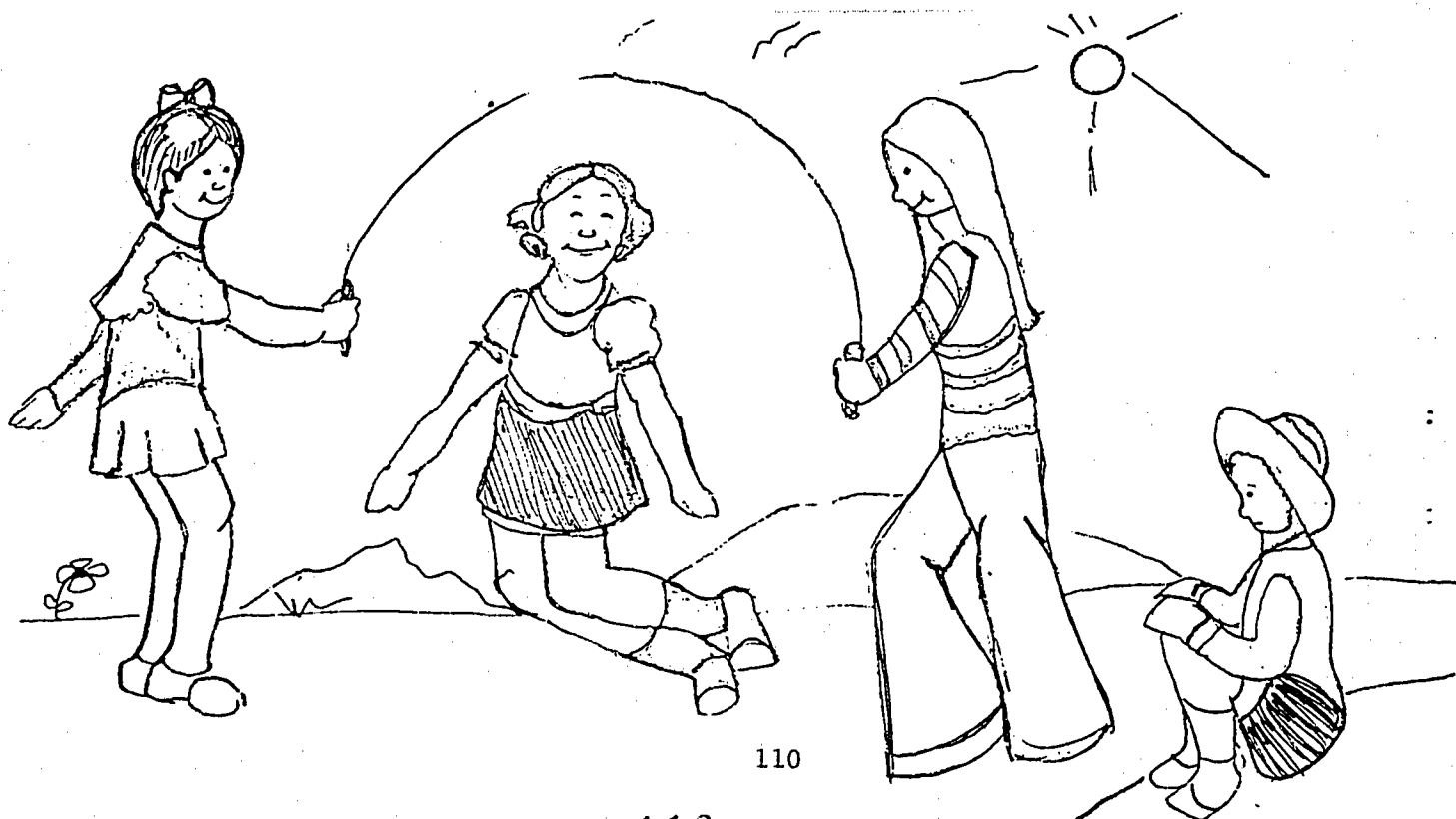


Standards of conduct should be clear and reasonably consistent.

When correction is necessary it should be clear to the child that the behavior is the object of disapproval -- not the child.



Experiences are essential if a child is to develop a feeling of self-confidence. Even a small child needs varied opportunities for achievement.



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If the child's experiences are of the sort that encourage him to explore and grow, he can take some confusion and conflict.

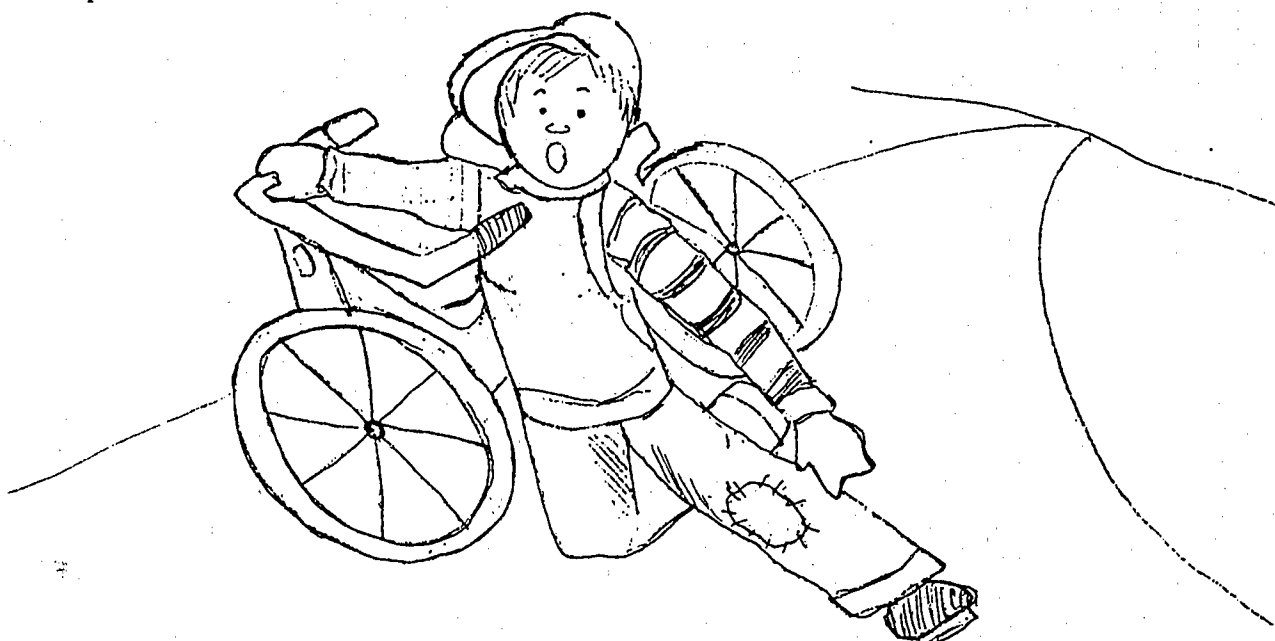


What is over-protectiveness? When can a warning or a threat of impending danger fill a child with unrealistic fears? Can this effect his self-concept?



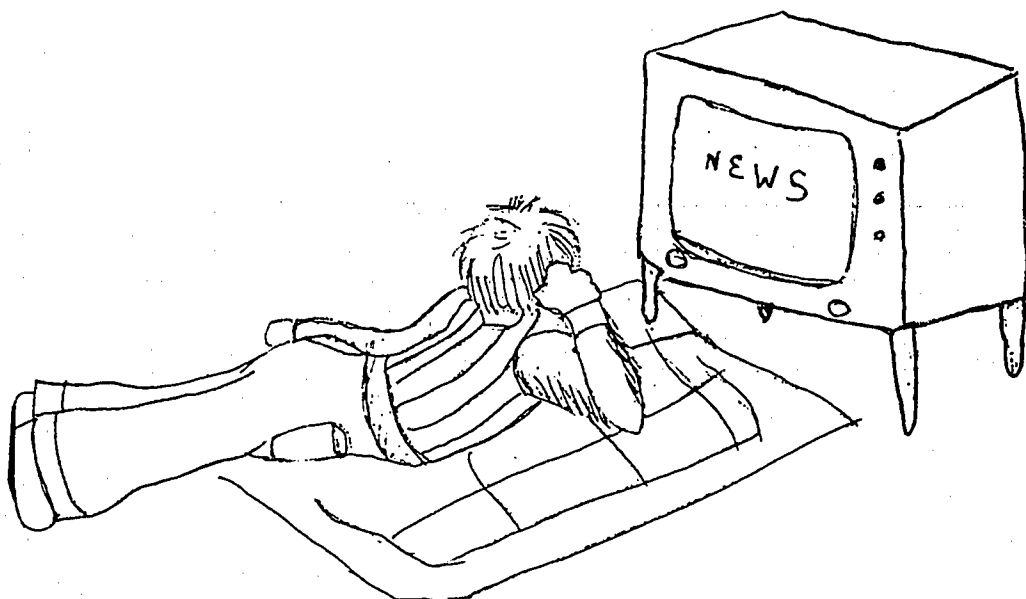
Experiences that arouse a child's anxieties, such as being frightened or teased, can weaken his belief in himself.

When failure occurs, it can help the child see areas where he can be independent and where he must rely on help of others.



As horizons widen, the child needs help meeting competitive situations and accepting individual differences.

Imitating adult behavior and adapting the "symbols" of growing-up increase the child's feelings of independence and self-confidence.



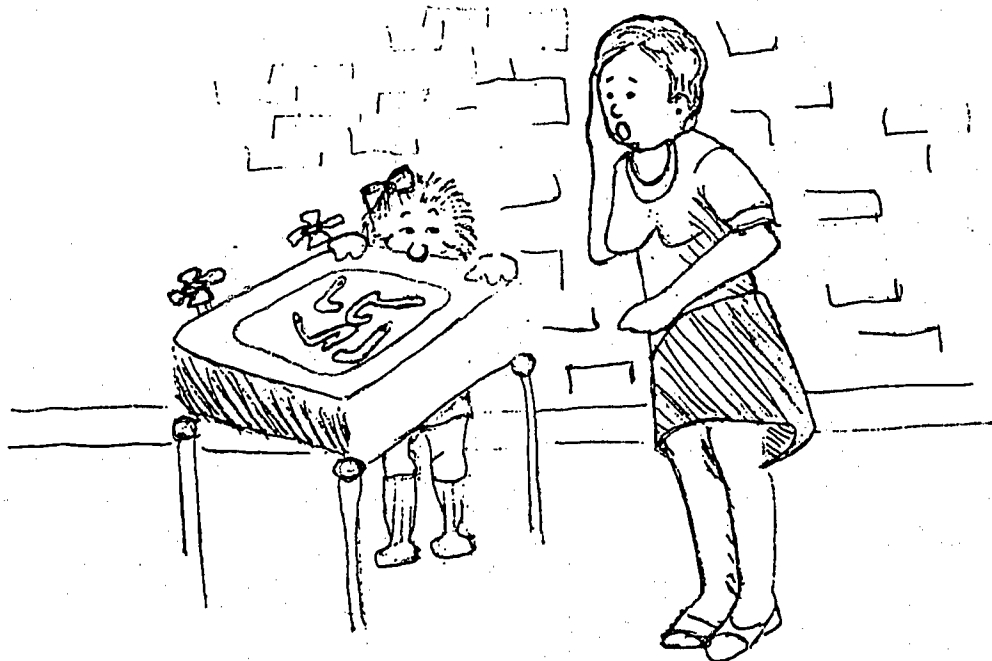
Seeing the world as it really is provides the child with more positive views of his own qualities.

The general principles for dealing with parental inability to feel love, family problems and individual handicaps are all the same.

Accept the facts.

Try to change undesirable feelings or attitudes.

Help the child accept and adjust to the situation.



To extent to which a handicap "handicaps" depends on the way the child and his family feel about it.



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Self-concept is not a static thing somewhere inside the body. Youngsters' ideas of themselves are constantly changing. With exposure to new experiences and as the body grows and matures, new ideas take place.

Any single specific concept is not formed by a single event. It is the result of the mixing of all the experiences the child has had. Generally, the child's behavior reflects the way he feels about himself.

It is possible for these feelings to change during the growing years. The early years are of vital importance in setting the general direction.

School and peer experiences influence the child's original concepts. These experiences offer a wide variety of new situations and values. They may serve to help children increase their estimates of their own worth. This will depend upon the individual child and the particular people with whom he comes in contact.

The world of each child is, to some degree unique. It needs to be approached in just that manner. It would be foolish to suggest that there is any magic formula or simple panacea. Even such common words as "love" - "acceptance" - and "empathy" are really quite complex processes in which the parents' self-concept becomes entangled in the relationship.

Instead of presenting a list of "thou shalt's" and "thou shalt not's", the attempt here is to approach self-concept through the behavior of parents and children.

S E L F - C O N C E P T

The Growing Self

My happiness is me, not you.

Not only because you may be temporary,

But also, because you want me to be

what I am not.

I cannot be happy when I change

Merely to satisfy your selfishness.

Nor, can I feel content when you

criticize me for not thinking

your thoughts.

Or for seeing like you do.

You call me a rebel, and yet,

Each time I have rejected your beliefs,

You have rebelled against mine.

I do not try to mold your mind,

I know you are trying hard enough to be

just you.

And I cannot allow you to tell me what to do

For I am concentrating on being me.

Author Unknown

TO THE PARENTS

Adults also have needs, frustrations, hopes and aspirations. Adults have selves which they are enhancing and defending. Adult behavior reflects the self, too.

Teachers and parents often try to live by other people's concepts of what they should do and how they should behave. This clash of concepts creates conflicts within that person. They are torn between doing what they perceive as "right" and what they believe others expect of them.

Any mother has feelings of what she should do. She feels the weight of both the trained "experts" and the untrained neighborhood "expert". In both cases, her behavior may not reflect her true feelings but a perception of what she should be. Parents need to be able to express their feelings honestly rather than basing decisions on false assumptions.

Honesty is important for several reasons:

1. When the parent feels unhappy with the child's behavior and does not communicate this feeling to the child, they are being emotionally dishonest. The child will not be able to gain a realistic view of himself in such a situation. The child doesn't learn to modify his behavior. He may be puzzled and confused by the false response he is receiving.
2. The parent feels guilty. Somewhere within him he knows that this behavior does not reflect accurately his belief. He becomes even more on edge. This can lead to more tension, so that the whole family begins to sense the strained atmosphere.
3. The parent who does let the child know his honest views should not feel guilty about this. He should not feel that he is a "bad person" because he just had to stop the child from misbehaving.

He needs to feel that limits are a part of loving and that children are more comfortable in a setting which they recognize as REAL.

4. Behaving in keeping with one's feelings is an indication of health, according to some of the latest research. When Tim feels angry and we tell him he shouldn't be, we are teaching him to be emotionally dishonest. He needs to learn that both love and anger are natural but there are appropriate ways in which to express them.

Self-concept is composed of many intertwining feelings about one's self, about life and about other people. Because so many of these feelings are so closely related to each other, it is rather difficult to sort them. The child must begin by understanding himself as much as he can. The parent needs to look back at his own values, and hopes for the child. He needs to recognize that just as he prizes his individuality and seeks for understanding, so does the child. He has to clarify for himself where he ends and his child begins, just as the child in infancy had to discover his body limits.

B I B L I O G R A P H Y

Positive Self-Concept

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- Lane, Mary, The Self-in Living and Learning, Association for Childhood Education Bulletin 14-A, 1964-65, pp. 5-12.
- Ojemawn, Ralph, Personality Adjustment of Individual Children, Association of Classroom Teachers, 1969.
- Ridenour, Nina, Building Self-Confidence in Children, Science Research Associates, Ind., No. 5-893, 1954.
- Wrenn, Gilbert, Building Self-Confidence, Stanford University Press, Stanford, California, 1948.

SHAPE - 0

The shapes are numbered. The names of the shapes are:

1. Circle
2. Quarter Circle
3. Triangle
4. Square
5. Pentagon
6. Hexagon
7. Trapezoid
8. Cross
9. Oval
10. Star

SHAPE - 0

GAME I

EQUIPMENT: Ball and 10 shapes.

PURPOSE: To help the child develop visual-motor perception and performance.

GENERAL

- INSTRUCTIONS:
- A. Ask your child only once each day if he wishes to play the game.
 - B. The child may change the rules of the game AT ANY TIME. You must follow the child's rules if he changes them.
 - C. You should stop the game when the child seems to lose interest.

SPECIFIC

- INSTRUCTIONS:
- 1. Remove the shapes from the ball and put them next to you. Give the child the ball.

Q: 2. Pick out the circle and say, "Find the hole in the ball that is the same shape as this circle that I am holding."

C: If he chooses the circle, say, "Yes, that is a circle. You may put the circle (holding the yellow shape) into the ball."

I: If he chooses a different hold, put the yellow circle by the shape he picked and say, "These shapes are not the same. Try again."

If after two tries, your child cannot find the circle on the ball, hand him your shape and have him try to put it into the ball. If he seems discouraged by this, point to the circle, and say, "This is a circle. The Yellow circle can go in here."

- 3. Repeat with other shapes. Suggested order: (a) circle, #1; (b) triangle, #3; (c) square, #4; (d) oval, #9; (e) star, #10; (f) cross, #8; (g) quarter circle #2. If your child wants to have the shapes, you take the ball. The same game may still be played. Instead of holding up a yellow shape, turn the ball so that the child can only see one shape.

Q: If necessary, cover part of the ball with your hands and say, "Find a yellow shape that is the same as the circle I am pointing to."

SESSIONS VI AND VII
BEHAVIOR MODIFICATION

Behavior Modification will be explored as a technique to aid parents in promoting the "Responsive Environment."

A study of reinforcement helps parents evaluate the relationship between their actions and the behaviors they are "teaching" their children. Through Behavior Modification parents learn to be objective in conflict situations. This provides direct cause and effect experiences for children.

If these experiences are treated objectively and with appropriate reinforcement, the child will continue to mature in such areas as independence, responsibility, self-control and self-satisfaction.

SESSION VI AND VII
BEHAVIOR MODIFICATION

- I. Evaluation of Previous Toy
- II. Demonstration of Learning Episode
 - A. Toy
 - B. Role Playing
- III. Preview Discipline (Session VIII)
 - A. Discussion Leader _____
 - B. Objectives
 - C. Assignments
- IV. Topics for Discussion
 - A. Discussion Leader _____
 - B. Topics for Discussion
 - 1. Definition of Behavior Modification
 - 2. Finding Behavior Modification in Action!
 - 3. At Home with Behavior Modification
 - 4. I Told A Boy
 - 5. Four Ways to Influence Behavior
 - 6. Pinpointing Behavior
 - 7. Behavior Worksheet
 - 8. Definition of Reinforcement
 - 9. Case Histories & Questions
 - 10. Practice Graphing
 - 11. Assignment #1
 - 12. Baseline Worksheet
 - 13. Teaching New Behavior
 - 14. Strengthening Behaviors
 - 15. Maintaining Behaviors
 - 16. Weakening Behaviors
 - 17. Do's and Don'ts for Behavior Modification
 - 18. Take Home Exam #1
 - 19. Assignment #2
 - 20. Treatment Graph Worksheet
 - 21. Contracting Information
 - 22. Exam #2
 - 23. Glossary
- V. Open Discussion

SESSIONS VI AND VII
BEHAVIOR MODIFICATION

Objectives

1. After Session VI (Behavior Modification I) each class member will observe and count a behavior they wish to modify.
2. During Session VII (Behavior Modification II) each class member will choose a reinforcer for modifying the baseline behavior.
3. After Session VII a reinforcer will be applied during the treatment period.
4. During Session VIII (Discipline) each class member will evaluate the progress made from baseline to treatment period.

SESSIONS VI AND VII
BEHAVIOR MODIFICATION

Assignment Sheet

During the two sessions on Behavior Modification, there is a possibility of six home assignments and/or in-session objectives that may be completed.

1. Behavior Modification Assignment #1
- 2.. Graphing the Baseline
3. Take Home Exam I
4. Behavior Modification Assignment #2
5. Graphing the Treatment
6. Take Home Exam #2

DEFINITION OF BEHAVIOR MODIFICATION

Behavior Modification is a method of teaching behaviors to a person through reinforcement or reward. Why are some of these behaviors appropriate to our family and society while others are inappropriate?

Although heredity plays an important role in potential capabilities, in general a child acts the way he does because he was taught to behave that way, not because he was born that way. Generally, we observe other people doing something they have learned. Talking, laughing and listening are learned behaviors, but so are whining, fighting and temper tantrums.

Behavior Modification is a very deliberate and systematic method for selecting a specific behavior which you want to influence or modify and then developing a plan of reinforcement for doing it.

You don't try to change the person! Rather, you change some of his BEHAVIORS in a positive direction.

THE GOAL IS A CHILD WHO CAN EVENTUALLY REINFORCE HIMSELF FOR HIS BEHAVIORS THROUGH HIS OWN INNER CONTROLS. The goal is a child who is self-directed, and who can learn for himself.

FINDING BEHAVIOR MODIFICATION IN ACTION!

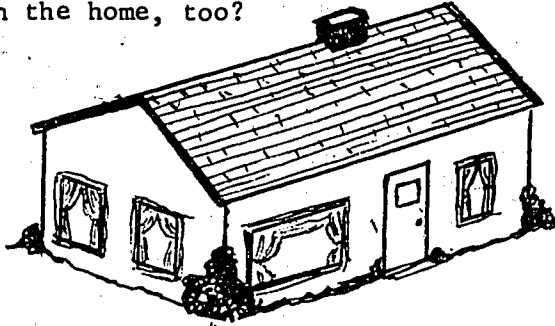
Behavior Modification is used by many people in different settings. Here are some examples of where the principles of Behavior Modification is used.

1. It is used in business and industry where workers are reinforced or rewarded for their efforts by increased salaries, promotions and incentives. These are the rewards that increase the workers efforts to be more and more productive.
2. It is used in school where pupils are rewarded for their efforts by stars, grades and promotions.
3. It is used in stores where buyers are reinforced for buying there with trading stamps.

CAN YOU THINK OF OTHER SITUATIONS OR SETTINGS IN WHICH YOU HAVE BEEN REINFORCED FOR YOUR BEHAVIOR?

AT HOME WITH BEHAVIOR MODIFICATION

If Behavior Modification is successful elsewhere, why not in the home, too?



Young children spend most of their time at home and are influenced more by their families and the environment of their homes than by anybody else.

Parents are not responsible for everything their child does! However, parents are responsible for creating an environment in which their child can grow and learn and feel free to discover for himself the consequences of his behaviors. In this way, a child learns to take responsibility for his own behavior which is essential if he is going to grow into a responsible adult who can control his own life.

It is the child who must take responsibility for his actions, but it is the parents who must help him to learn how to accept this responsibility by careful and knowledgeable training using Behavior Modification principles.

The Reinforcement Approach (1969)
Dimensions Publishing Company
San Raphael, California

COMMENTS:

I TOLD A BOY

BY MARION STEELE

I told a boy
he could leap fences
and he soared over mountains

I told a boy
he was stupid
and to his ignorance he was chained

I told a boy
he could laugh at life
and he laughed at himself

I told a boy
he couldn't fly
and his wings never grew

I told a boy
he could make it
and he never looked back

I told a boy
he couldn't trust
and he could not trust himself

I told a boy
he could love
and he was loved in return

I told a boy
he was a failure
and he tore out his heart in final
payment

I told a boy
he was joy
and jubilation followed him

I told a boy
he could not reach the moon
and he fell off his stilts

I told a boy
he could fulfill his dreams
and his nightmares went away

I told a boy
he had to kill
and he dies inside

I told a boy
he could see
and he searched the heavens in
wonderment

I told a boy
he was bad
and he hated himself

I told a boy
he could whistle with the birds
and he sang with the Sirens

I told a boy
he should obey without question
and he followed the devil to hell

I told a boy
he could trust in himself
and others trusted him

I told a boy
he could think for himself
and he follows like an eagle

I told a boy
he had to crawl
and he got scabs on his knees

I told a boy
he was free
and he blew before the winds

I told a boy
he could understand
and he taught me about life

I told a boy
he could love beauty
and he made love to the stars

I told a boy - he should listen to no one
and he told me to go to hell

The Halls of Yearning (1969)
Andrews Printing
Lakewood, California

FOUR WAYS IN WHICH YOU CAN
INFLUENCE YOUR CHILD'S BEHAVIOR

1. You can teach a new behavior which has not been observed before. This is done by shaping - the reinforcement of approximations (smaller segments of behavior) leading to the desired goal.
2. You can maintain existing behaviors which you consider beneficial by remembering to reinforce from time to time.
3. You can diminish undesirable behaviors by observing and controlling for its reinforcement.
4. You can enhance (strengthen and increase in frequency) those behaviors you consider to be important by applying the appropriate reinforcement schedule.

PINPOINTING BEHAVIOR

IDENTIFYING (PINPOINTING) TARGET BEHAVIORS

The alteration of behavior, through Behavior Modification theory assumes that only one behavior, at a time, will be attended to.

How do we isolate, identify or specify a single behavior?

A behavior can be identified if it can be observed and counted.

WORKSHEET - PINPOINTING

Items 1 through 13 on this page are behaviors that may or may not be sufficiently pinpointed for observation and measurement. If you feel that an item is a behavior that can be OBSERVED AND COUNTED, place an "x" in the column marked "agree." If you feel that an item is a behavior that CANNOT BE OBSERVED AND COUNTED, place an "x" in the column marked "disagree." If not sure, "x" "don't know."

EXAMPLE:	<u>AGREE</u>	<u>DISAGREE</u>	<u>DON'T KNOW</u>
Out of seat	_____	_____	_____
1. Take off coat	_____	_____	_____
2. Poor speech	_____	_____	_____
3. Hyperactive	_____	_____	_____
4. Spills milk	_____	_____	_____
5. Opens milk carton	_____	_____	_____
6. Mean to other children	_____	_____	_____
7. Poor reader	_____	_____	_____
8. Short attention span	_____	_____	_____
9. Verbal identification of 10 common objects	_____	_____	_____
10. Reversal of "b" and "d" when writing	_____	_____	_____
11. Doesn't mind	_____	_____	_____
12. Bites nails	_____	_____	_____
13. Insecure	_____	_____	_____

BEHAVIOR WORKSHEET

1. Pinpoint a behavior that you can teach your child. (A new behavior which has not been observed before).

2. Pinpoint a behavior that you would like your child to maintain (One you consider beneficial by remembering to reinforce it from time to time).

3. Pinpoint a behavior that you would like to diminish. (An undesirable behavior that you can observe and control for its reinforcement).

4. Pinpoint a behavior that you would like to enhance (strengthen and increase in frequency). (Choose a behavior that you consider to be important by applying the appropriate reinforcement schedule).

DEFINITION OF REINFORCEMENT

REINFORCEMENT:

Consequences that are pleasant to the child, that lead to reward or the lessening of discomfort are strengthened. Consequences that result in discomfort or loss of reward, i.e. unpleasant to the child, are weakened. Behavior is influenced by its consequences (reinforcement or lack of reinforcement).

Restate in your own words:

How do you tell if your consequences are reinforcing the child?

How do you tell if your consequences are unpleasant to the child?

Behavior Modification is like playing detective. You train yourself to observe what is going on, and you use this information to solve the mystery of teaching new behaviors to your child.

PREMACK'S PRINCIPLE:

This principle is often called "Grandma's Rule." It is very simple. A behavior can be accelerated when it is followed by a behavior that normally occurs at a high rate. In other words, a behavior, in and of itself, is used as a reinforcer for another behavior.

CASE HISTORIES AND QUESTIONS

Little Richard opens the refrigerator door and sees a plate of fudge. He wants some. His mother says "NO" - "You can't have any now -- wait till after supper." Richard goes into a tantrum. His mother says, "OK" (sigh) "If you stop crying I'll give you one piece now." He stops crying and receives the candy.

Question:

1. Does Richard display inappropriate or undesirable behavior?
2. What is his behavior (identify specifically)?
3. What reinforcers his behavior?
4. Is the reinforcer tangible or intangible?

COMMENTS:

CASE HISTORIES AND QUESTIONS (Contd.)

Maridean had a habit of sitting right in front of the TV set. Both parents nagged her incessantly about this behavior. "Move back" -- "You will hurt your eyes" -- "It will give you headaches" -- "No one else can see."

She would move when the pressure was "on", but the very next time she watched TV she would sit right in front again.

Her parents enrolled in this course, practiced several techniques and decided they would use another approach.

The next time the "tube" was on, Maridean plopped down right in front. Both parents began clapping their hands. As Maridean, in surprise, looked at them they smiled at her. When she asked what happened, she was told that she was a good thinker and that her parents were pleased that she was not as close to the set as usual. Maridean was pleased with this new type of attention -- approval. She wiggled back a little further from the set and was again praised.

QUESTION:

1. What specific behavior did Maridean exhibit?
2. What reinforcer maintained this behavior (attention)?
3. What reinforcer changed her behavior (attention)?
4. Was the reinforcer tangible or intangible?

COMMENTS:

CASE HISTORIES AND QUESTIONS (Contd.)

Lorraine bites her nails. Her parents have tried mittens, shaming, asafetida, candy, etc. -- all to no avail. They decided to begin reinforcing her when she is not biting her nails. They know she wants a new doll, but are also aware that she has not learned to delay gratification to the extent that a promised reward will have much influence on her behavior. They decided to combine praise with a relatively short promise period. The doll is promised in two weeks, but meanwhile she is to be highly complimented during specific times she is not biting her nails. The time chosen for praise is after supper from 7:00 to 9:00 (bedtime).

QUESTION:

1. What behavior was selected for reinforcement?
2. What behavior is incompatible with their selection?
3. What reinforcers are used?
4. How can the efficiency of the reinforcers be determined? (count behaviors)
5. Were they selective or global in determining a behavior to be changed?

COMMENTS:

CASE HISTORIES AND QUESTIONS (Contd.)

Jim wanted to go out and play baseball. His mother wanted him to practice the clarinet. Jim had begged for the instrument and his parents, at considerable expense, had managed to purchase it. Now, they expected him to play like Benny Goodman, but Jim could care less. "If you don't practice your clarinet, you can't play baseball," shouted his mother. The next hour was spent in stalling, crying, cajoling, etc.

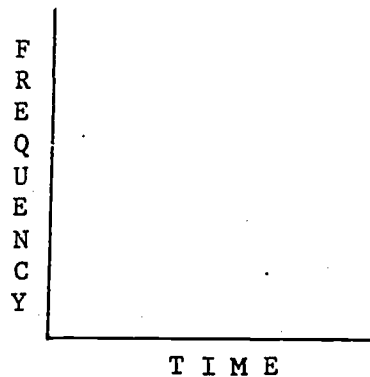
QUESTION:

1. Was this an example of Grandma's Rule?
2. What was the reinforcer?
3. How might the reinforcer have been better presented?
4. What are some other examples of Grandma's Rule?

COMMENTS:

PRACTICE GRAPHING

The baseline is the observed record of a behavior. Whether the parent desires to strengthen or weaken a behavior, the record of her efforts is called the treatment period. The treatment period generally runs about twice as long as the baseline. Both are usually represented graphically.



Frequency is the number of times a behavior occurs within a certain time segment. (It is represented vertically)

The time segments (e.g. days, minutes or seconds) are represented horizontally.

Suzie is late to supper after being called the following amounts of time.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
10 Min	9 Min	8 Min	9 Min	8 Min	10 Min	9 Min

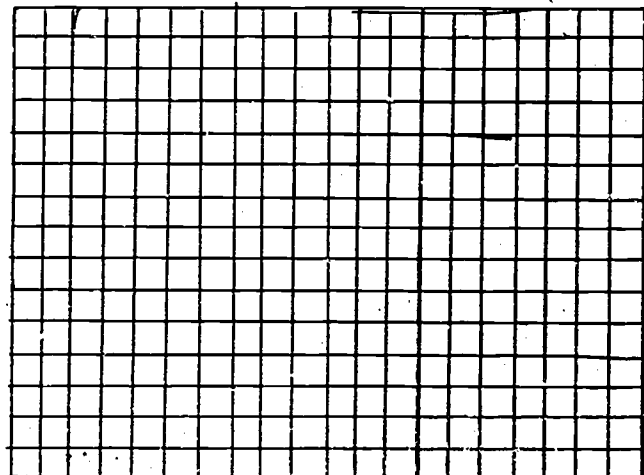
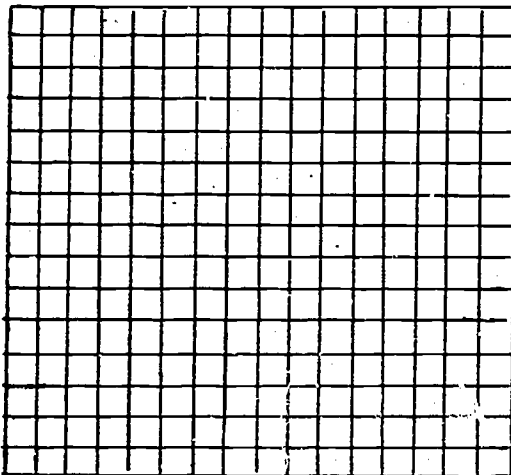
Mother makes TV watching the reward for being on time.

The following represents how Suzie reacted.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
10 Min	8 Min	6 Min	4 Min	5 Min	3 Min	2 Min

EXERCISE:

1. Label baseline and treatment period.
2. Mark off time and frequency on graph.
3. What is the target behavior? _____
4. What is the reinforcer? _____
5. Plot the baseline.
6. Plot the treatment period.
Did Mother do the right thing? _____
7. Why? _____



ASSIGNMENT #1

Recording Notes About A Behavior To Be Changed A Week From Now (To Aid In Establishing A Baseline)

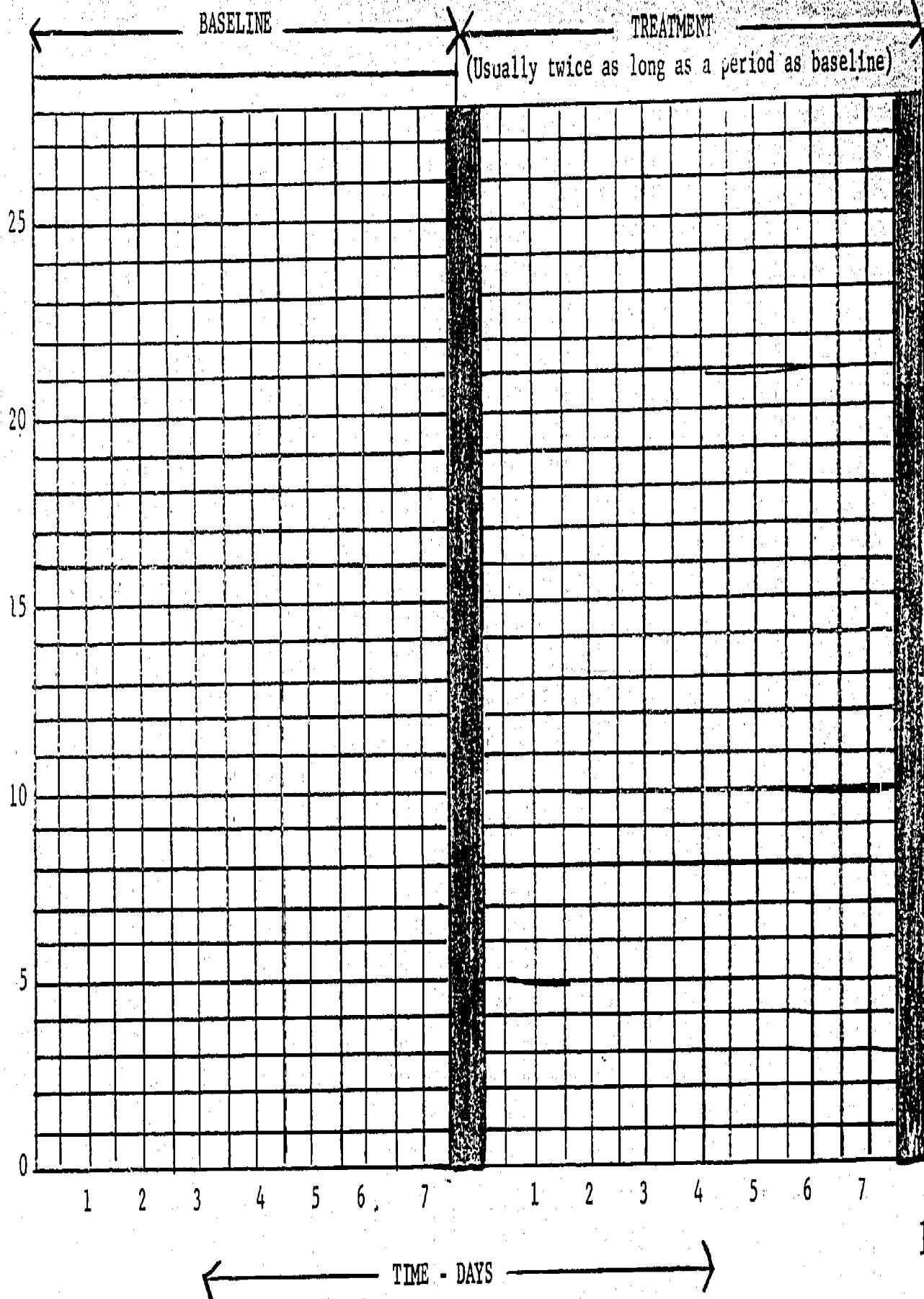
1. Identify a behavior in your child you would like to see. (See Behavior Worksheet) ..

2. Describe the behavior in such a way that a stranger would understand exactly what you mean. (Describe only what you can observe and count).

3. Set aside the same time each day. Perhaps sometime early in the evening would be most convenient when both parents can share in observing and counting the number of times the behavior occurs. Allow 30 minutes for observation and try to maintain the same schedule each day.

4. Provide a daily report as follows:

DAY	TIME OF DAY	HOW OFTEN DID IT OCCUR TODAY	WHAT DID YOU DO ABOUT IT
1.			
2.			
3.			
4.			
5.			
6.			
7.			



OBSERVATION TIME: 30 Min.

OBSERVER: _____

BEHAVIOR: _____

REINFORCEMENT: _____

METHODS THAT INFLUENCE YOUR CHILD'S BEHAVIOR

A. Teaching New Behaviors

1. Imitation

Reflex movements are common in an infant. As the infant gains motor control over the environment, movement is reinforced by sound, color, touch and etc. As successes in manipulation develop, the infant is also reinforced by smiles, sounds of approval, attention and love.

As cognition emerges the toddler begins to imitate others in the environment because reinforcement for this imitation occurs. As the child becomes older, imitative movement increases. How many of you have seen the TV commercial about the father and son? They wash the car together, fish together, skip rocks together, etc. During the break, the son watches his father reach for a cigarette, pretends to light up and exhales ... learning by imitation.

Discussion:

1. What is the stimulus for the child's behavior? (What triggered or happened before the child reached for the cigarettes?)

2. What was the consequence? (What happened next?) Was the behavior reinforced?

3. Describe a behavior in your child, that was learned through imitation and not by deliberate planning or teaching on your part.

2. Shaping

Another method of teaching behavior is the method of successive approximations (shaping).

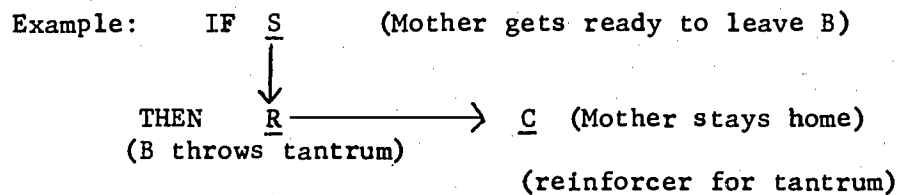
If a behavior has never been exhibited by a child, we cannot reinforce the behavior. Therefore, to teach some behavior, we must reward behaviors that are close to, or approximate, the desired behavior.

Shaping might be best understood from some games frequently played by birthday parties. One person leaves the room and then the group decides, "when Jane comes back we want her to turn on the light." As Jane walks near the light switch the group claps or says, "hot", "hotter", etc., or some signal to let her know she is in the "right" direction. If she turns away from the wall, the clapping stops or the group says, "cold" to let her know she is going in the wrong direction. Any movement of the hand toward the switch is reinforced. Finally she guesses and turns on the light.

For many children everyday tasks have to be broken down into many smaller components. By combining a cue-reinforcer approach (clapping, "hot or cold") to each increment and moving from one success to another a child is "shaped" into the larger skill. How would you teach a child to tie a shoe? Write down what you would consider to be an optimal number of steps.

B. Strengthening Behavior

1. Inadvertent or deliberate presentation of reinforcer.



S --- Stimulus (what happened before)

R --- Response (the behavior the child exhibited)

C --- Consequence (what happened after the behavior)

Remember

If the consequence is pleasant to the child, then behavior is reinforced.

If the consequence is unpleasant to the child, then behavior has not be reinforced.

(EXAMPLE)

Twice before the mother has hired a babysitter and prepared to go play bridge with friends. Each time, B has thrown a tantrum and mother has stayed home. Is today an exception?

Discussion:

1. What is the probability B's behavior will become stronger?
2. Is this behavior appropriate or in to the family and society? Inappropriate?
3. What is the mother teaching B?

C. Maintaining Behavior

1. Schedules of Reinforcement

When a child is attempting to learn a new behavior, a continuous schedule of reinforcement is most advantageous.

A continuous schedule of reinforcement is a schedule in which each correct response is followed by a reinforcement (a consequence that strengthens behavior).

Thus, a child quickly learns what behavior must be performed in order to gain a "reward". As a result, the desired behavior is usually repeated with a high degree of frequency until the child is no longer interested in obtaining the reinforcement (satiation).

While this schedule is advantageous to the learning of a new skill, it has two distinct disadvantages. One weakness is obvious with continuous reinforcement, when food or candy is used as a reward. A child is hungry for just so long. Once his hunger is abated, he no longer feels the need to perform in order to earn the reward. Thus, satiation occurs and the behavior may cease to exist.

A second disadvantage with continuous reinforcement results when the reinforcement is withdrawn. This results in a rapid decrease and eventual cessation of the behavior (extinction).

A second form of reinforcement schedule is the partial or intermittant reinforcement schedule. With this schedule, reinforcement for a correct response occurs only after a number of correct responses have been given, or after a period of time has passed during which the correct responses have been occurring.

While the continuous schedule of reinforcement is more advantageous for the learning of a new behavior, an intermittent reinforcement schedule is advantageous in ensuring that the behavior occurs for a prolonged period of time.

(Example for Study)

Your child knows how to pick up the toys in his room, but he doesn't do this on a regular or daily basis. How would you bring this behavior under control and maintain this behavior using a continuous reinforcement schedule?

How would you maintain this behavior for a prolonged period of time by an intermittent reinforcement schedule?

(Be specific, choose a consequence that would be pleasant for your child and decide when it should be given under each schedule mentioned above).

SUGGESTED REINFORCERS

(SOME CONSEQUENCES TO STRENGTHEN BEHAVIORS)

		Other consequences that reinforce my child are:
TV watching	Praise and attention	
Money	Smiles	
Candy	Physical affection	
New clothes	Visit friends	
Toys	Family drive	
Making decisions	Choice of dessert	
Helping mother or dad on "Special Projects"	Games and puzzles	
Running errands	Being first	
Playing outside	Being right	
Family games	Tokens	
Gum	Stamps	
Fruit	Writing letters	
Privileges (e.g., staying up late)	Collecting mail	
Painting	Cooking	
Trips to:	Story time	
zoo	Bike rides	
park	Fishing	
museum	Sledding	
library		

APPLICATION:

There are many ways to utilize reinforcers. Two main requirements are:
(1) whatever the reinforcer is, it has to be introduced after the behavior occurs - the longer the parent waits, the weaker the reinforcer. (2) the parent has to be consistent. The child will then develop an expectancy "set" which in itself is reinforcing.

D. Weakening Behavior

1. Punishment

Punishment works, as long as it is given objectively and relevantly with the idea that it is a learning experience for the child. Vindictiveness and vengeance are needs of the giver more than the receiver. Research indicates that punishment has to be relatively severe, timely and consistent to be effective. This is where, as a technique, punishment falls short.

We're all human. When do we generally punish? In anger of course. What about relative severity? For Melinda a firm voice can result in sobbing. For her, the firm voice probably represents severe punishment. Harold could be paddled to the bruise level and still wander off, seemingly unaware anything out of the ordinary had happened. This would not be severe punishment for him, but physical abuse which satisfied adult needs.

Punishment has to be timely. It must be closely related in time to the response. How often is this really the case? Joanie colors on the walls of her bedroom. When mother finally discovers the misdeed, Joanie is taken to task. "Did you do that?" "Did you?" "Did you?" When Joanie finally admits the misdemeanor she is spanked. From her frame of reference was she punished for telling the truth? Can she really tie the punishment to the behavior?

Consistency is another bugaboo. Mom might spank, dad might admonish. Can Joanie depend upon a well-defined limit?

2. Time Out

For some behaviors, simply ignoring the child is not enough to curtail the behavior unless the time involved is not a consideration. Time out from positive reinforcement represents an effective alternative.

The method of time out removes the child from a situation in which he can receive reinforcement. This differs from extinction in that the method of extinction removes the reinforcing stimulus rather than the child.

3. Counter Conditioning

Incompatible behaviors are behaviors which are difficult to perform simultaneously, with the inappropriate behavior. When these behaviors are being performed they do not allow for maladaptive behaviors to occur. Reinforcing incompatible behaviors is a useful tool for eliminating undesirable behaviors and building up desirable behaviors. It increases the effectiveness of other reinforcement or punishment techniques when used in conjunction with them. For example, it would be doubly effective if we reinforce non-nail-biting behavior at the same time we withheld reinforcement for the nail-biting behavior.

4. Stimulus Satiation

Satiation is the method of presenting a reinforcing stimulus at such a high rate that it is no longer desirable and may be aversive. Having Mary write a dirty word 500 times which she has used is an example of the technique of satiation. The difference in satiation levels, both among subjects and among reinforcers, make it difficult to determine the effectiveness

of this technique. Sometimes the behavior is eliminated and other times the effects are only short term.

5. Stimulus Change

This technique consists of manipulation or change of the stimulus which appears to trigger a response. If a bowl of candy is on the table and a child cannot seem to leave it alone, the candy is removed or replaced with a bowl of fruit.

E. Eliminating Behavior

1. Extinction

When a behavior is never reinforced, it will decrease in strength and disappear. This fact has been observed many times in practice. The problem is that inadvertent reinforcement causes what is termed "spontaneous recovery". The undesirable behavior increases in frequency and intensity to a higher level than the pre-extinction level.

SOME DO'S OF BEHAVIOR MODIFICATION

1. Do approach behavior management with an open mind. The system is making the job easier for many people ... why not for you?
2. Do become thoroughly familiar with the terminology.
3. Do pinpoint. Be specific about the behavior you want to modify. Break it down to its smallest possible unit. (Not "disturbing class" but, "talking out" or "out of seat". Not "getting work done" but, "words read" or "problems worked").
4. Do count the behavior long enough to establish a baseline before you introduce your arrangement. Sometimes counting alone will extinguish an undesirable behavior or accelerate a desirable one.
5. Do study the child before deciding on a stimulus or a consequence. What "turns him on"? What does he do when he is free to choose? One child's reward may be another child's punishment.
6. Do make only one change in the arrangement at a time. Otherwise you will never know what worked.
7. Do respond to your graph. Young children, especially, may need frequent changes. Be ready to substitute if one consequence stops working or the effect levels off.
8. Do use natural consequences whenever possible. Candy, gum and money are fine if you need them, but five minutes playtime or the chance to work on a favorite project may be better.
9. Do let the child take over the recording of his own behavior if possible. Present his own consequence.
10. Do maintain an air of detachment. If you over-react with praise or disappointment, how will you know whether the child is responding to the consequence or to your behavior? If you want to use praise or disapproval as a consequence, it must be consistent and must be recorded as part of the arrangement.
11. Do remove the consequence after a modification is established.
12. Do continue to record. You haven't really modified unless the new behavior continues after the removal of consequence.
13. Do set your expectations high. If you expect too little you may be holding the child back for lack of enough material to work on.
14. Do accelerate a desirable behavior when you decelerate an undesirable one.
15. Do think of the child's total optimum development. Modify only the behavior that is important in that framework.

SOME DON'TS OF BEHAVIOR MODIFICATION

1. Don't think of behavior management as a replacement for a teaching method. Behavior management is an aid, not a substitute. It is compatible to any good method of teaching.
2. Don't start until you've thought about what you want to accomplish in specific terms.
3. Don't try to decelerate more than one behavior in a child at a time.
4. Don't try to count a behavior all day. It is easier to be consistent with a time sample. (How many times does the behavior occur in a 30 minute period each day?)
5. Don't give up if the first thing you try doesn't work. You may need to increase the frequency or amount of the consequence, or substitute another.
6. Don't get "crutched - trapped". You don't have to go on giving a child candy or gum ... forever.
7. Don't let the mechanics of the program get you down. Once you fully understand the system, you will find ways to simplify procedures to fit your needs.
8. Don't blame the child if you are NOT getting results. Figure out what you are doing wrong and change it. You can succeed!!
9. Don't hesitate to go back to the arrangement if the new behavior does not continue after the consequence is removed.
10. Don't scold to try to increase a child's production. Children are hurt by scolding not by high expectations. Let behavior management techniques work for you.
11. Don't leave a child totally decelerated. The goal is to help him find better patterns of behavior.

Do's and Don'ts From
State of Iowa
Department of Public Instruction
Behavior Modification Workshop
Practice Guide, 1970

TAKE HOME EXAM I

1. Contingencies (conditions) for Learned Behavior are:
 - a. patience, love, understanding
 - b. time out, punishment, extinction
 - c. stimulus, response, consequence
 - d. imitation, shaping, changing
2. When undesirable behaviors are present, we can assume they are a result of:
 - a. heredity (the child was born that way)
 - b. the correct (adaptive) behavior has never been learned
 - c. the child cannot help himself
 - d. an incorrect (maladaptive) behavior has been learned

which conflicts with the performance of the correct behavior.
3. Consequences which strengthen behavior are called:
 - a. reinforcers
 - b. rewards
 - c. bribes
 - d. responses
4. Which of the following are learned behaviors:
 - a. lying
 - b. disobedience
 - c. courtesy
 - d. all of the above

5. An example of Premack's Principle (Grandma's Rule) is:
- a. "If you don't finish your spelling words, you cannot go out to recess."
 - b. "You didn't finish your spelling words, so you cannot go out to recess."
 - c. "When you finish your spelling words, you can go out to recess."
 - d. None of the above
6. The term reward is used interchangeably with:
- a. candy
 - b. praise
 - c. money
 - d. reinforcement
7. If a person is given a positive reinforcer behavior is:
- a. weakened
 - b. eliminated
 - c. strengthened
 - d. not changed
8. If a person's behavior is not reinforced, it:
- a. increases in frequency (occurs more often)
 - b. diminishes in frequency (occurs less often)
 - c. does not change
 - d. makes the person angry
9. Assuming the behavioral contingencies (conditions) are present, a child can learn by:
- a. imitation
 - b. shaping
 - c. stimulus change
 - d. all of the above
 - e. none of the above

10. Little Suzie runs into the street and is narrowly missed by a car.

Probably the most expedient technique to use in eliminating this behavior would be:

- a. extinction
- b. time out
- c. stimulus change
- d. punishment

11. John always want to play with a neighbor boy, his own age. However, they seldom play together without pushing, shoving and crying. Probably the most efficient technique to use in eliminating this behavior would be:

- a. counter-conditioning
- b. stimulus satiation
- c. time out
- d. punishment

12. Behavior modification techniques are:

- a. a panacea (solution) for all problems
- b. a useful tool - among others - for changing inappropriate behavior
- c. un-American
- d. a waste of time

13. If an individual is not performing a behavior we want him to, it is quite likely he is not getting _____ for it.

14. If you desire to see a behavior increase in frequency _____ it.

If you desire to see a behavior decrease in frequency _____ it.

15. Inappropriate or undesirable behaviors persist because they are _____.
16. _____ is a powerful reward for most people, especially children.
17. We can assume that a _____ is operating to maintain any behavior which occurs.
18. Just as attention increases the frequency of appropriate behaviors, it also _____ the frequency of inappropriate behaviors.
19. Punishment is many times ineffective in eliminating inappropriate behavior because the person is at the same time _____ with _____.
20. A better way to reduce the frequency of inappropriate behavior is to _____ from it.
21. If you are reinforcing a behavior in your child, and it does not seem to be working very well (behavior not increasing) check your reward. It may not be working because:
- a. you are giving too much of a reward
 - b. you are giving too small of a reward
 - c. you are giving the wrong kind of reward
 - d. all of the above
22. An example of a tangible reinforcer is:
- a. a smile
 - b. praise
 - c. attention
 - d. a cookie

23. An example of an intangible or social reinforcer is:

- a. money
- b. candy
- c. a new bicycle
- d. attention

24. Some reinforcers we have used with each other, as a group, to maintain or change behaviors have been:

_____	_____
_____	_____
_____	_____
_____	_____

25. The material presented thus far has been;

- a. difficult
- b. easy
- c. interesting
- d. boring
- e. irrelevant

ASSIGNMENT #2

RECORDING NOTES ABOUT A BEHAVIOR WHILE REINFORCEMENT IS BEING APPLIED
(TO AID IN ESTABLISHING A TREATMENT LINE)

1. Identify the priority behavior chosen to be modified. _____

2. Describe the reinforcer selected in your attempt to influence behavioral change. _____
3. Set aside the same time each day as you did when establishing a base-line. Each time the appropriate (or incompatible) behavior occurs, apply your reinforcer. Record the number of times the behavior occurred and the number of times the reinforcer was introduced. Allow 30 minutes for application and try to maintain the same schedule each day.
4. Provide a daily report as follows:

DAY	TIME OF DAY	HOW OFTEN DID IT OCCUR TODAY	WHAT DID YOU DO ABOUT IT? WAS REINFORCEMENT CONSISTENTLY APPLIED?
1.			
2.			
3.			
4.			
5.			
6.			
7.			

165

158

FREQUENCY
(# times
behavior
occurs
within
certain
time
span)

25

20

15

10

5

0

BASELINE

TREATMENT

(Usually twice as long as period as baseline)

TIME - DAYS

OBSERVATION TIME: 30 Min.

OBSERVER: _____

BEHAVIOR: _____

REINFORCEMENT: _____

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CONTRACTING

Contingency contracting is based upon the law of reinforcement. When you make a contract with a child, the goal is to help the child assume as much responsibility, as possible, for his own behavior change. It becomes a project to be discussed, with goals mutually agreed upon, with stipulations and provisions - very much like adult contracts. There are some variations in contracting ranging from a parent - controlled contract through a transitional contract permitting both parent and child an opportunity to agree on terms, to a child - controlled contract. The procedural steps in the basic contract are as follows:

1. Determine the amount of reinforcement to be given.
2. Determine the amount of task to be required.
3. Presentation of contract.
4. Acceptance and performance of the contract
5. Deliverance of reward (pay-off).

In a transitional contract, any or all of the first three steps are subject to negotiating and mutual agreement. Once accepted, though, the contract is firm. Parents might find it more efficient to follow, somewhat loosely, the parent-controlled contract first - if for no other reason than to provide guidelines for the indecisive child. The terms of the contract will always state what the child will receive in return for his performance. Self-management is the ultimate goal of the contingency management system -- leading the child from management by others to self-management.

Two types of contract:

1. Micro - contract primarily designed for control-by-others of behavior. The child is rewarded immediately upon performance.
2. Macro - contract designed for self-management. The child works through a succession of micro-contracts toward a longer range goal thereby reinforcing himself.

The exciting thing about contracting is that both Micro and Macro contracts make up the total contract allowing the child to move from dependence to independence.

CONTRACTING (Contd.)

Five Rules for Contracting:

1. The contract payroll (reward should be immediate). It is important that the presentation of the reward be contingent only on the adequate performance of the behavior and not, for example, on the passage of time.
2. Initial contracts should call for and reward small approximations. If the initial performance requested from the child is a small simple-to-perform approximation to the final performance desired, no difficulties will be encountered. If the performance requested is too precise, too difficult for the child to perform, no amount of reward will help.
3. Reward frequently with small amounts. This works much better than rewarding infrequently with large amounts.
4. The contract should call for and regard accomplishment rather than obedience. The contract should say, "If you do what I tell you to do, I will reward you with such and such." Reward for accomplishment leads to independence. Reward for obedience leads only to continued dependence on the person to whom the child learns to be obedient.
5. Reward the performance after it occurs.

Suggestions for contracting that I could try with my child:

<u>Task to be required</u>	<u>Reinforcement to be given</u>

Depending on the size of the task and the value of the reinforcement, what general time limits or number of tasks will be required in the contract?

CONTRACT QUESTIONS

1. Describe a parent-controlled contract. _____

2. Would this tend to be a micro or a macro contract? _____

3. Describe a transitional contract. _____

4. Would this tend to be a micro or a macro contract? _____

5. Describe a child-controlled contract. _____

6. What type of contract would this most likely be? _____

7. What would be some major considerations in drawing up a contract?

CASE HISTORY PROBLEM

Mrs. Jones could never seem to get her family to come to supper at the same time. It exasperated her when, each evening after being called for supper, Mr. Jones, her daughter, Tammy (age 6) and son, Tim (age 8) individually wandered in, at their own leisure, to sit at the table.

Mr. Jones invariably procrastinated while reading the evening paper; Tammy was usually watching TV and Tim could be found playing with his model cars. Mrs. Jones decided it just was not worth stewing and fretting about, and that she had better change the situation even if it meant changing her own behavior.

She decided to keep a record, for one week, of how many times she had to call each family member, before they finally graced the table. A week-end tally provided the following information:

	MON.	TUES.	WED.	THURS.	FRI.	SAT.	SUN.	TOTALS
Mr. Jones	2	3	4	3	2	5	3	22
Tammy	2	4	2	3	1	4	2	16
Tim	3	4	3	2	3	2	3	20

She decided Mr. Jones was probably the worst offender and that the children were for the most part, imitating his behavior. The problem then, as she saw it, was to change Mr. Jones' behavior. She figured the "odds" were on her side that the children would then conform imitatively, but decided not to rely on chance alone. A contract was envisioned in which Mr. Jones would be an influence on changing the children's behavior.

PROBLEM:

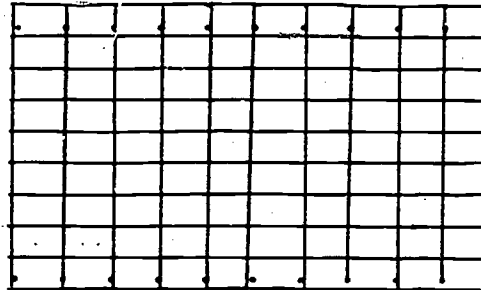
1. Pinpoint target behavior
2. Determine measurement
3. Set up baseline
4. Ascertain consequences
5. Develop contract

PROBLEM WORKSHEET

1. Pinpoint target behavior:

2. Determine measurement:

3. Set up baseline:



4. Decide on consequences:

5. Develop contract (List basic requirements):

Behavior Contract

I, _____ HEREBY ENTER INTO
THE FOLLOWING AGREEMENT WITH MY PARENTS:

I WILL PERFORM THE BEHAVIORS STATED BELOW UNDER ALL CIRCUMSTANCES. IN RETURN, I WILL RECEIVE SUCH BENEFITS AS STIPULATED BELOW. IF ANY PARTY IS HELD IN VIOLATION OF THE CONTRACT, THEN THE OTHER PARTY MAY NO LONGER BE HELD BY THE TERMS OF THE CONTRACT.

I AGREE TO PERFORM THE FOLLOWING:

1. _____
2. _____

IF THE SPECIFIED BEHAVIORS ARE PERFORMED CORRECTLY I WILL RECEIVE FOR EACH NIGHT (day, hour, etc.) OF CORRECT BEHAVIOR:

1. _____
2. _____

THE CONTRACT WILL COMMENCE ON _____ AND WILL BE IN
EFFECT UNTIL _____ WHEN THE CONTRACT EXPIRES.

(signed) _____ (child)

(parents)

(date)



TAKE HOME EXAM II

1. Contracting is based upon:
 - a. The Bernoulli effect
 - b. Newton's 1st Law
 - c. The law of reinforcement
 - d. The Copernicum Theory
2. Making a contract helps the child acquire:
 - a. dependent behavior
 - b. self-managing behaviors (independence)
 - c. reinforcement
 - d. reward
3. Some variations in contracting take the form of:
 - a. child-controlled contracts
 - b. transitional contracts
 - c. parent-controlled contracts
 - d. all of the above
 - e. none of the above
4. Once the contract is accepted by both parties (parent and child)
 - a. it can be re-negotiated
 - b. it is adhered to
 - c. it can be broken
 - d. it should be forgotten
5. Two types of contracts are:
 - a. mini
 - b. macro
 - c. maxi
 - d. micro

EXAM II (Contd.)

6. A micro contract is primarily designed for:
 - a. control-by-self of behavior
 - b. reward
 - c. control-by-others of behavior
 - d. rest and relaxation
7. A macro contract is primarily designed for:
 - a. dependency
 - b. self-management
 - c. alleviation of anxiety
 - d. intellectual growth
8. Theoretically, the process involved in using micro contracts to arrive at a macro contract parallels normal development in the following areas:
 - a. insecurity - security
 - b. concrete - abstract thinking
 - c. dependence - independence
 - d. immaturity - responsibility
 - e. all the above
9. The contract pay-off (reward) should be:
 - a. immediate
 - b. prolonged
 - c. negotiated
 - d. be contingent upon adequate performances

EXAM II (Contd.)

10. Initial contracts should call for and reward:
- a. precise behavior
 - b. difficult behavior
 - c. small, simple-to-perform approximations to the final behavior desired
 - d. levity
11. Reward should be given:
- a. infrequently with large amounts
 - b. infrequently with small amounts
 - c. frequently with large amounts
 - d. frequently with small amounts
12. Performance should be rewarded:
- a. before it occurs
 - b. while it is occurring
 - c. immediately after it occurs
 - d. all of the above
13. The first three rules about rewards are that they should follow the behavior (a) _____
they should be given for small (b) _____
and they should be given (c) _____
14. In contingency contracting, the rules call for reinforcing (a) _____
rather than (b) _____
and for reinforcing (c) _____
in the beginning.

EXAM II (Contd.)

15. In measuring and recording behavior, the first of three segments on the graph is referred to as the _____.
16. The second segment (usually twice the time interval) is referred to as _____.
17. During the baseline period, behavior is observed and recorded with no attempt made to apply _____.
18. During the treatment period, reinforcers are applied to _____ desirable behaviors and withheld to _____ undesirable behaviors.
19. One should attempt to modify only _____ behavior/s at a time.
20. A behavior can be identified if it can be _____ and _____.
21. In identifying a behavior, it must be defined precisely enough that another person could also _____ it, and _____ it.
22. There are _____ principles involved in measuring and controlling behavior change. These are:
 - a. direct observation
 - b. continuous measurement
 - c. systematic manipulation
 - d. all of the above
23. Examples of a reinforcer for a micro contract might be:
 - a. a new bicycle
 - b. a chance to go to the movies
 - c. stamps
 - d. stars

EXAM II (Contd.)

24. Examples of a reinforcer for a macro contract might be:

- a. a hot-wheel car
- b. points
- c. a football
- d. stars

25. What would you like to do now?

- a. drink coffee
- b. smoke
- c. go to bathroom
- d. go home

G L O S S A R Y

1. BEHAVIOR MODIFICATION:

Techniques which are concerned with the relationship between changes in the environment and change in the subject's response.

2. CONSEQUENCE:

A. A thing or circumstance (as an event or phenomenon) that follows another in time or order without being a result or without any causal connection being implied.

B. As applied to behavior, a consequence can be reinforcing or rewarding, thereby strengthening that behavior; or, it can be irrelevant (neutral) or non-reinforcing thereby weakening behavior.

3. CONTINGENCY:

An arrangement or condition which must be met before a consequence occurs. A contingency refers to the arrangement or relationship between a response and a reinforcer.

4. COUNTER CONDITIONING:

Reinforcing incompatible behaviors.

5. ENVIRONMENT:

Pattern or configuration of all energies, present at any given time, that are capable of entering into lawful relationships with behavior.

6. EXTINCTION:

A procedure whereby an accustomed reinforcer is withheld. The effect on behavior is first a slight measure on the strength of the behavior followed by a weakening of its behavior.

GLOSSARY (Contd.)

7. INCOMPATIBLE BEHAVIOR:

Behaviors that cannot be performed at the same time. For example: a child cannot be seated and moving about the room at the same time. Therefore, by inference, one behavior is increased as the other is reduced.

8. PREMACK PRINCIPLE:

A behavior may be accelerated when it is followed by a behavior which normally occurs at a high rate.

9. PUNISHMENT:

A penalty inflicted on an offender as a retribution and, incidentally, for reformation and prevention.

10. REINFORCEMENT:

Strengthening a learned way of behaving by some external or internal influence, or any circumstance or event that increases the probability that a response will reoccur in a situation like that in which the reinforcing condition originally occurred.

Any praise, encouragement, object, privilege, equipment or activity with a child received as a consequence of HIS desirable behavior or work output.

11. RESPONSE:

A reaction to a stimulus.

12. SHAPING:

When the desired response to a task does not occur, the parent may sequentially arrange a number of smaller success-insuring tasks which eventually lead to the completion of the original task.

GLOSSARY (Contd.)

13. STIMULUS CHANGE:

Process of changing the environmental contingencies, i.e., stimulus (i), to reduce the chances of the behavior occurring.

14. STIMULUS:

Arbitrary environmental unit.

15. STIMULUS SATIATION:

Method of presenting a reinforcing stimulus (reinforcer or reward) at such a high rate that it is no longer desirable and may be aversive.

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C O L O R B L O C K S

GAME I

EQUIPMENT: One (1) set of 16 color blocks, four each of four different colors, and a cardboard (to be found at home).

PURPOSE: To teach the child the concept of on, over, etc.

GENERAL

- INSTRUCTIONS:
- A. Ask your child only once each day if he wishes to play the game.
 - B. The child may change the rules of the game AT ANY TIME. You must follow the child's rules if he changes them.
 - C. You should stop the game when the child seems to loose interest.

SPECIFIC

- INSTRUCTIONS:
1. Place the blocks on the floor or on a table ... as close to the child as possible.
 2. Allow the child free play.
 3. Place a box-top (right side up) in front of your child and hand him one red block. Say, "Put your red block ON TOP of the box."
- Q:
4. If he puts it in a different place, such as behind the box, say, "You have put the block behind the box. Now put it ON TOP OF the box."
- I:
5. When he puts it on top of the box, say, "Yes, you put the block ON TOP OF the box. Now put the block UNDERNEATH the box."
- C:
6. Continue the game as above using the following directions:
 - A. "Put the block BEHIND you", or "Put the block IN BACK of you."
 - B. "Put the block IN FRONT of you."
 - C. Place the block again on top of the box. Then say, "Take the block OFF the box."
 - D. "Put the block UNDERNEATH the box."
 - E. Lift the box top and turn it upside down. Then say, "Put the block IN the box."

COLOR BLOCKS, GAME I (Contd.)

- F. "Now take your block OUT OF the box and put
AT THE SIDE OF the box."
- G. Take two blue blocks and place them a few inches
apart. Then say, "Put your red block BETWEEN
the two blue blocks."

C O L O R B L O C K S

GAME II

EQUIPMENT: One (1) set of 16 color blocks, four each of four different colors.

PURPOSE: To help the child recognize and understand pattern development.

GENERAL

- INSTRUCTIONS:
- A. Ask your child only once each day if he wishes to play the game.
 - B. The child may change the rules of the game AT ANY TIME. You must follow the child's rules if he changes them.
 - C. You should stop the game when the child seems to lose interest.

SPECIFIC

- INSTRUCTIONS:
1. Allow the child free play.
 2. Say, "I'm going to put the blocks in a special kind of row. Watch!" Place the blocks in a pattern like this:
AT ALL TIMES YOUR PATTERN SHOULD BE VISIBLE TO THE CHILD.

GREEN	RED	BLUE	GREEN	RED	BLUE
-------	-----	------	-------	-----	------

3. Give your child a set of blocks identical to the set you have used in making your pattern.
- Q:
4. Say to your child, "Now you put your blocks in a row so they look like these blocks", (pointing to the pattern you made).
 5. If the child is not able to copy the pattern, say, "First, put down one green block, then one red block, then one blue block. Now put down one green block ..."
- C:
6. "Yes, yours look like mine now. They are the same."
 7. Continue asking your child to reproduce various patterns using four to six blocks in varying colors and sequences.
 8. If the child is able to copy the pattern, make another like this one:

COLOR BLOCKS, GAME II (Contd.)

RED	GREEN	RED	GREEN
YELLOW	BLUE	YELLOW	BLUE

- Q: and say to the child, "Put the blocks in a row so that they look like these blocks."
9. Give your child a set of blocks identical to the set you have used in making your pattern.
 10. Continue the game until the child can easily understand and reproduce the patterns that you have made.
- Then go on to Game III.

C O L O R B L O C K S

GAME III

EQUIPMENT: One (1) set of 16 color blocks, four each of four different colors.

PURPOSE: To help the child learn how to extend a pattern.

GENERAL

- INSTRUCTIONS:
- A. Ask your child only once each day if he wishes to play the game.
 - B. The child may change the rules of the game AT ANY TIME. You must follow the child's rules if he changes them.
 - C. You should stop the game when the child seems to lose interest.

SPECIFIC

- INSTRUCTIONS:
1. If he wants to, allow the child free play.
 2. Take the blocks and say, "Watch while I put the blocks in a special kind of row." Make a pattern like this:

BLUE	RED	BLUE	RED	BLUE
------	-----	------	-----	------

Give your child only the red and blue blocks that are remaining.

- Q: 3. Then say, "What color block comes next in this kind of row?"
- I: 4. If the child chooses a block other than a red one, say, "First, there is a blue block, next a red block, then another blue block and a red one, and then a blue one; the next block should be RED." Hand the child a red block to put down; then ask "Now what block comes next?" If the child is still unable to extend the pattern, go back to Game II and wait a day or so before you play Game III again.
- C: 5. If the child picks the right block (he chooses the red block), say, "Yes, a red block comes next; what color block comes after the red block?"
6. Continue asking your child to extend various patterns.

COLOR BLOCKS, GAME III (Contd.)

7. Do not proceed beyond this step unless your child has thoroughly mastered the above concepts.
8. Make a pattern like this:

RED	BLUE	RED
GREEN	YELLOW	GREEN

Ask the child, "What color block goes here?" (pointing to the top row of blocks, and "what color goes there?" (pointing to the lower three blocks) If he chooses blue for the top row and yellow for the bottom, ask, "What color comes next?"

9. Continue playing the game, changing the pattern and allowing the child to extend it.

PEGS AND PEGBOARD

FREE EXPLORATION

EQUIPMENT: A pegboard and an assortment of different colored pegs.

PURPOSE: To help develop the child's ability to group and classify and give him time to freely explore the material.

GENERAL

- INSTRUCTIONS:
- A. The child may change the rules of AT ANY TIME.
You must follow the child's lead.
 - B. The game should be ended when the child seems to lose interest.

SPECIFIC

- INSTRUCTIONS:
1. Hand the pegboard and the pegs to your child. Let him play with them on the floor or a table in his own way.
 2. You can comment on what your child is doing as he plays with the equipment. (For example: "You have a red peg in the pegboard.")
 3. If he puts another peg close to one already in the board, say, "You have put the purple peg beside, (or next to, or in front of, or behind) the red peg."
 4. If he has put several pegs in a row, you can respond by saying, "You have put the pegs in a row, that we can count."

You should start the counting; your child may or may not join you.

P E G S A N D P E G B O A R D

GAME I

EQUIPMENT: One wooden pegboard and 100 colored pegs.

PURPOSE: To teach the child recognition and matching of colors and to develop a pattern.

GENERAL

- INSTRUCTIONS:
- A. Ask your child only once each day if he wishes to play the game.
 - B. The child may change the rules of the game AT ANY TIME. You must follow the child's rules if he changes them.
 - C. You should stop the game when the child seems to lose interest.

SPECIFIC

INSTRUCTIONS: 1. Allow the child free play.

2. Be sure your child has several pegs of each of the following colors: red, yellow, blue, green, violet and orange. Then say, "Make a row of red pegs here", (pointing to the top row on the pegboard).

Q:

If the child makes a mistake, or does not try anything, place a red peg in the top left row of the board and say, "Now, you finish the row of red pegs."

If the child still does not understand, finish the row and ask your child to make a row of green pegs below the red row.

Continue same progression as outlined above.

P E G S A N D P E G B O A R D

GAME II

EQUIPMENT: One wooden peg board and 100 colored pegs.

PURPOSE: To help the child reproduce patterns.

GENERAL

- INSTRUCTIONS:
- A. Ask your child only once each day if he wishes to play the game.
 - B. The child may change the rules of the game AT ANY TIME. You must follow the child's rules if he changes them.
 - C. You should stop the game when the child seems to lose interest.

SPECIFIC

- INSTRUCTIONS:
1. Allow your child free play.
 2. At the top of the board place a blue peg, then a yellow peg, then a blue peg.
 3. Give your child several yellow pegs and several blue pegs and say, "Now you line up your pegs so they look the same as these." (pointing to the row of pegs you made).
- Q:
4. If the child is correct, say, "You have lined up your pegs to look the same as the other row," and try a new pattern of different colors and different length.
- C:
5. If the child is wrong or does not do anything, put his pegs in order, saying, "First, we put the blue peg, then we put the yellow peg, and then we put another blue peg."
- I:

Then have the child try again.

P E G S A N D P E G B O A R D S

GAME III

EQUIPMENT: One wooden pegboard and 100 colored pegs.

PURPOSE: To help the child recognize and extend a pattern.

GENERAL

- INSTRUCTIONS:
- A. Ask your child only once each day if he wishes to play the game.
 - B. The child may change the rules of the game AT ANY TIME. You must follow the child's rules if he changes them.
 - C. You should stop the game when the child seems to lose interest.

SPECIFIC

- INSTRUCTIONS:
1. Allow your child free play.
 2. Make a row of 1 green peg, 1 red peg, 1 green peg, 1 red and 1 green.
 3. Give the child a few green pegs and a few red pegs and say, "What do you think should go next?"
- Q:
4. If the child is wrong or does nothing, put a red peg in and say, "The red peg belongs here. Now what goes next?"
- I:
5. If the child is right, try new patterns with other colors and have him extend them. You may use three or four colors if the child catches on easily.

P E G S A N D P E G B O A R D

GAME IV

EQUIPMENT: One wooden pegboard and 100 colored pegs.

PURPOSE: To teach the child the concept of in front of, behind, and beside.

GENERAL

- INSTRUCTIONS:
- A. Ask your child only once each day if he wishes to play the game.
 - B. The child may change the rules of the game AT ANY TIME. You must follow the child's rules if he changes them.
 - C. You should stop the game when the child seems to lose interest.

SPECIFIC

INSTRUCTIONS: 1. Allow the child free play.

2. Place 1 red peg in the center of the board.

3. Give the child several red wooden pegs.

Q: 4. Say to the child, "Put one of your red pegs in front of this red peg" (pointing to the one you just put in the pegboard).

C: 5. If the child is right, say, "Yes, you put your red peg in front of the other red peg."

I: 6. If the child is wrong, say, "You have put your red peg beside the other red peg," Remove his peg and place it in front of the other red peg and say, "I have put your red peg in front of the other red peg." Then have the child try again.

7. If the child says nothing, demonstrate for him as in step number 5, and tell him what you are doing, then have him try again.

8. Continue playing, using the words beside, behind and other colors.

SESSION VIII

DISCIPLINE

The following considerations will be explored in this session: historical evaluation and current trends, the important relationships between discipline and self-control, the effect of family interactions, security and independence, consistent application, rules - limits, cause - effect experiences and positive reinforcement.

Involvement exercises designed to aid in our search will be: role playing, case and personal histories, open forum evaluations and home assignments.

SESSION VIII

DISCIPLINE

- I. Evaluation previous toy
- II. Demonstration of Learning Episode
 - A. Toy
 - B. Role Playing
- III. Preview Language
 - A. Discussion Leader _____
 - B. Objectives
 - C. Assignment
- IV. Topic: Discipline
 - A. Discussion Leader _____
 - B. Topics for Discussion
 - 1. Definition Worksheet
 - 2. Thoughts on discipline
 - 3. Definitions of discipline
 - 4. Discipline and self-control
 - 5. Supportive reasons for self-discipline
 - 6. The Responsive Parent
 - 7. Discussion questions
 - 8. Observation
 - 9. Case histories
 - 10. Evaluation forms
 - 11. Carol Has Not Learned to Share
 - 12. One of these days ...
 - 13. Bibliography
- V. Open Discussion

SESSION VIII

DISCIPLINE

Objectives

During the session following Behavior Modification I and II, class members will relate their knowledge of Behavior Modification to a positive definition of discipline in the home. Each member will then supervise the analysis of another person's "problem" by filling out the case evaluation form. The discussion leader will initial and record completed projects.

DISCIPLINE

Assignment Sheet

1. In your own words write in the space below what you consider to be a definition of discipline.
2. Write an example of what you consider to be a discipline problem in the home (this will be used in a later evaluation exercise).

SESSION VIII

DISCIPLINE

Definition Worksheet

I. Small Group Definition of Discipline

II. Group Consensus of Discipline

*NOTE: We will attempt to apply this definition in the evaluation of all following "disciplinary problems."

SESSION VIII

DISCIPLINE

Thoughts On Discipline

The word discipline brings forth one of two images in the minds of most people. The first image is "punishment" and the second is a "militaristic code of conduct."

Much of our present judicial system is based on the ancient principle of "an eye for an eye." In other words, the punishment must fit the "crime." Legislators are busy matching complicated schedules of fines and imprisonment to various criminal acts.

Rehabilitation programs attempt to help individuals cope and conform after the crime has been committed and the sentence rendered. Many effective rehabilitation programs are accused of "coddling" the criminal. They are criticized by those who believe the criminal must be appropriately punished.

Let's look upon discipline as the development of self-control through the use of positive reinforcement of appropriate behavior.

SESSION VIII

DISCIPLINE

Definition of Discipline

Webster's New Collegiate Dictionary defines discipline in the following ways:

1. Instruction.
2. Training which corrects, models, strengthens or perfects.
3. Punishment; chastisement.
4. Control gained by enforcing obedience or order, as in a school or army; hence, orderly conduct; as, troops noted for their discipline.
5. Rule or system of rules affecting conduct or action.
6. To develop by instruction and exercise; to train in self-control or obedience to given standards.

*NOTE: Synonyms offered for discipline are: Teach, Punish

DISCIPLINE AND SELF-CONTROL (SELF-DISCIPLINE)

How does self-discipline evolve?

For the child, self-discipline is learned by observing others and feeling that he can manage his own behavior. The child usually LEARNS (the core concept of discipline) appropriate behaviors through imitation of parental behavior.

The child's responses are reinforced or discouraged by the needs of the parent at the time the behavior occurs. Perhaps something has occurred which has put mother "up-tight". Then, emotion enters into the situation. Has patience been exhausted? Has anger replaced reason? Are the beans burning? What does the child learn from inconsistent responses to his own behavior? Do these responses promote feelings of security and stability?

If rules are not well defined, the child cannot discover his limits. He cannot begin to learn the important relationship between cause and effect. He will not have a model from which to imitate and grow. Remember the goal: self-control.

The heart of discipline is living what you want to teach! Children tend to accept the values that their parents accept. They cannot be taught by correcting their actions, alone. For example, your child may be having difficulty respecting rules if he knows you ignore traffic regulations, do his homework for him and/or disregard litter cautions.

The preceding comments provide structure for teaching self-discipline. The first phase is self-confidence. The child begins to feel confident in his own ability when he knows the rules and limits, learns to live within this framework and is praised for his actions.

SUCCESS LEADS TO SUCCESS, but all that people learn from failure, is how to fail. How much self-confidence can be generated by someone who has learned he is a failure?

SUPPORTIVE REASONS FOR SELF-DISCIPLINE

SAFETY: If Stacy runs into the street, it is doubtful whether talking to her will be effective discipline. This is one case where rules must be established. Whatever the consequence of Stacy's behavior, (ie. spanking, etc.) it must be unpleasant to her to be effective. It is ironic that often, in a case like this, the parent is so relieved that the child is hugged and kissed, but in many lesser offenses he is "whaled."

What has she learned?

SELF-CONCEPT: When a child has learned the rules and has experienced success, he can arrive at a more honest appraisal of himself. "Look ma, I can do it myself!" followed with praise, MUST be a good feeling. Can you remember this feeling? Self-concept, at any age, is related closely to self-discipline or self-control.

MENTAL HEALTH: Hospitals and clinics are full of adults who have difficulty disciplining themselves. Glasser, in his Reality Therapy stresses responsibility. Few adults accept such a challenge if they have never learned to discipline, control or manage their own behavior.

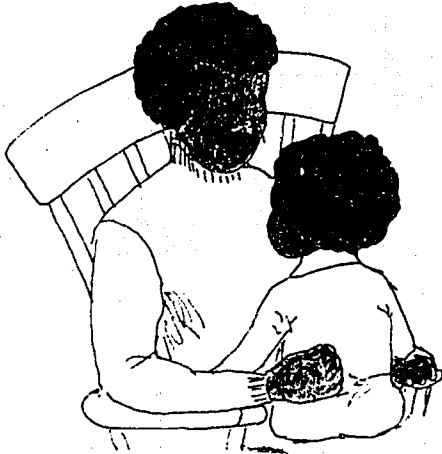
HARMONY: Discipline in the home is important from the standpoint of promoting harmony and accord. Living with rules ensures that everyone can live together with a minimum of stress and anxiety.

MATURITY: Most children find it difficult to wait for gratification. As self-discipline develops, urgency of self-satisfaction decreases.

GOAL-ORIENTED: Only with self-discipline can an individual plan ahead, for such important milestones as education, marriage, children and retirement.

THE RESPONSIVE PARENT

The Responsive Parent is firm, without being harsh, and gentle without being weak.



finds children interesting to talk with and to listen to.

trusts children and uses their suggestions when possible.

lets a child help him.

sets a good example.

The Responsive Parent has a set of rules which can easily be obeyed by the child, and enforced by himself.



follows the rules with consistency so that his child will have order and direction in his world.

stops forbidden action -- but does not disgrace or punish the child in front of others.

The effective parent demonstrates confidence in his decisions.

DISCUSSION QUESTIONS

1. It has been said that Grandpa made his decisions, right or wrong with confidence. Today's parents, when making a decision affecting their children, even when right, do so apologetically. Comment.
2. Can there be too many rules for a child to follow?
3. Does NO always mean no? Do good parents ever change their minds? Is it necessary, then, to explain or apologize to the child?
4. Should a person speak quietly, and with conviction, or is it necessary sometimes to use a wider voice range and varying degrees of volume?
5. Should promises be kept? Should they be made?
6. Should rules be clearly understood by the child or is it important he merely conform?
7. Should you talk to another adult about a child in his presence?
8. Would you consider a child generally thought of as "a little angel", one who anticipates adult whims and is at all times "obedient", to be secure and, at the same time, independent?
9. Should a child be allowed to negotiate or debate family rules?
10. What do you feel about the adage, "don't do what I do kid, do what I say?"
11. Is it important that parents practice what they preach?
12. Is it important that a child have order and direction in his world? Why?
13. Do you lose a child's affection and love by saying NO to him", if he responds by saying "I hate you" - how literally should you take this?
14. Do you feel children who are counted on to obey are uncreative and unspontaneous?
15. Should a child have many "success" experiences prior to school? Why?
16. Why is self-esteem so important? Or is it?
17. Can parents help a child achieve high self-esteem? How?
18. Should a child be isolated from yourself and others when he misbehaves? What does this accomplish?

OBSERVATION

A business man had just turned off the lights in the store, when a man appeared and demanded money. The owner opened a cash register. The contents of the cash register were scooped up, and the man sped away.

A member of the police force was notified promptly.

Are these statements true, false or ?

- | | |
|-------|--|
| T F ? | 1. A man appeared after the owner had turned off the store lights. |
| T F ? | 2. The robber was a man. |
| T F ? | 3. The man did not demand money. |
| T F ? | 4. The man who opened the cash register was the owner. |
| T F ? | 5. The store-owner scooped up the contents of the cash register and ran away. |
| T F ? | 6. Someone opened a cash register. |
| T F ? | 7. After the man who demanded the money scooped up the contents of the cash register, he ran away. |
| T F ? | 8. While the cash register contained money, the story does not state how much. |
| T F ? | 9. The robber demanded money of the owner. |
| T F ? | 10. The story concerns a series of events in which only three persons are referred to: |

the owner of the store,
a man who demanded money,
a member of the police force.

PERSONAL EVALUATION

CASE HISTORY #1

SIBLING RIVALRY:

Michael, an four-year-old-boy, has a bad habit of pushing, teasing and hitting his little sister, Agatha, 16 months, whenever they are playing together.

Michael's parents have tried a variety of unsuccessful techniques in an effort to make Michael cease his annoying behavior.

He has been sent to his room, threatened with spanking, occasionally spanked, all to no avail.

PERSONAL EVALUATION

CASE HISTORY #2

DEPENDENCY:

Pamela, age six, is very demanding. It seem to her mother, that she is constantly asking for help. "Find my crayons; tie my shoe; button my blouse; where's my socks; what shall I wear? ... etc."

When dad comes home at night, he is usually tired and just doesn't feel like responding to her many requests. His stock answer is "you're a big girl .. do it yourself."

It makes mother nervous hearing Pamela say, "I can't." After several, "please try, dear," she ends up helping her.

Occasionally, mother and father argue about this problem in front of Pamela. "Dependent" yells father ... "not ready" screams mother.

These arguments generally follow with mother saying "well you don't have time for her, and she needs attention from at least one of us. I help her to show I care."

Dad winds it up with "well, I guess it's not really important."

PERSONAL EVALUATION

CASE HISTORY #3

BED-TIME:

As bedtime approaches, Glendle, a five-year-old boy, becomes very busy. He used more side-tracking techniques than a star half-back in broken field running.

DELAY is the name of the game.

When all else fails, he cries and shouts, "everyone else gets to stay up later than I do." "I never get to do anything I want" and "you don't love me."

Mom usually says something like, "Well, I guess you can watch TV a little while longer if you promise to go to bed like a good boy."

If dad comments at all, he says, "I don't care - but ask your mom."

PERSONAL EVALUATION

Case History #4

TANTRUMS:

Milford, a three and one-half-old boy, has learned to get his own way. Usually, at home, it is a contest of WILL between Milford and his parents. No one really knowing who wins or loses.

At the super-market, however his behavior pays off. If he does not get what he wants, all Hell breaks loose. Milford screams, stomps his feet, cries and occasionally gags until he becomes nauseated. His embarrassed mother, almost always gives in.

PERSONAL EVALUATION

CASE HISTORY #5

MEALTIME:

"Clean up your plate." - "Think of all the starving people."
"I don't care whether you like it or not ... it's good for you."
"Now come on sweetie, just one more bite ... eat it like a birdie."

Gary, a five-year-old boy, has at various times, heard all these comments and more.

Lately, his stomach has been hurting a lot. Mealtime is no fun. It is a big hassle. Sometimes it helps when he mutters "damn" under his breath - or when he slips some of the "cruddy liver" to the cat.

Once in a while, when Mom isn't looking, he puts spinach in his handkerchief and slips it into his pocket to be thrown away outside the house.

But ... nothing seems to help his stomach feel better.

CASE EVALUATION

Problem Areas	Conditions	Yes		No	
Rules	Clearly specified by parents?				
Limits	Understood by child?				
Cause	Immediate cause of behavior identified? (stimulus)				
Effect	Was consequence pleasant?				
	Was consequence unpleasant?				
Security	Reinforced				
	Identify reinforcer:				
Independence	Reinforced				
	Identify reinforcer:				
Consistency	Does it appear parents generally respond in similar ways to similar conditions?				
Do you see any other problems					

What is your reaction to the discipline in this case history?

A. _____

B. _____

CASE EVALUATION

Problem Areas		Yes	No
Rules	Clearly specified by parents?		
Limits	Understood by child?		
Cause	Immediate cause of behavior identified? (stimulus)		
Effect	Was consequence pleasant?		
	Was consequence unpleasant?		
Security	Reinforced		
	Identify reinforcer:		
Independence	Reinforced		
	Identify reinforcer:		
Consistency	Does it appear parents generally respond in similar ways to similar conditions?		
Do you see any other problems .			

What is your reaction to the discipline in this case history?

A. _____

B. _____

CAROL HAS NOT LEARNED TO SHARE -- WHY?

DIALOGUE:

SHARING:

CAST:

Teacher
Mother
Tommy
Carol
Narrator

SCENE I: Real Life School Experience

Teacher: Your picture looks so nice, Tommy, why didn't you color the tree green?

Tommy: No green color - green's gone.

Teacher: Why don't you ask Carol if she will share her green color with you? I remember that you shared your colors with Carol before she got new ones.

It's nice to share things with each other.

Tommy: (to Carol) May I use your green color, Carol?

Carol: No - Nobody can use my colors

Tommy: (rejected) Why? I won't break your old color.

Carol: You didn't say please.

Tommy: All right, please, can I use your green color, Carol?

Carol: NO - my mamma says, ' nobody can't use my colors.'

Tommy: (Angrily) Gimme the green color (grabs it).

Narrator: Runs immediately from seat - tried to regain color - it is broken, Carol hits Tommy - butts into tears - Tommy does not hit back, but teacher intervenes (gets tape to repair color, supplies extra color sets and calms Tommy. Gets green color from personal supply to aid Carol).

SCENE II: 4:00 p.m. - at home (Carol distorts truth)

Carol: Mother, Tommy was so mean today in school. He broke my green color. I hate Tommy Hammel! I'm not ever going to be his friend, no more. Tommy doesn't like me.

Mother:

How did Tommy happen to break your color? I thought I told you, no kids could use your colors - that's the LAST BOX of color you'll get this year. Why don't you mind what I tell you? Get on with your work now! If any more colors get broken, you will get a good whipping from me!

That's just what you'll get, letting somebody else use your things. They just don't care about nuthin. That's the trouble with parents nowadays, they don't beat their kids enough to make them mind!

DISCUSSION:

CASE EVALUATION

Problem Areas		Yes		No	
Rules	Clearly specified by parents?				
Limits	Understood by child?				
Cause	Immediate cause of behavior identified? (stimulus)				
Effect	Was consequence pleasant?				
	Was consequence unpleasant?				
Security	Reinforced				
	Identify reinforcer:				
Independence	Reinforced				
	Identify reinforcer:				
Consistency	Does it appear parents generally respond in similar ways to similar conditions?				
Do you see any other problems					

What is your reaction to the discipline in this case history?

- A. _____
- _____
- B. _____
- _____
- _____

ONE OF THESE DAYS ...

Subtitle: Discipline, Discipline, Who's got the Discipline?

CAST: Angina Crookshank ----- Mother
 Buxbaum Crookshank ----- Father
 Pristine Crookshank ----- Teen-age sister
 Aldous Crookshank ----- 6 year old (hero?)
 Hepsi Skylark ----- Grandmother
 Juggernaut Skylark ----- Grandfather
 Ellie May Berkybile ----- Babysitter
 Narrator ----- Narrator

SCENE I (Home)

Narrator: (Door slams. Aldous has just come home from kindergarten.
 Mother is busy folding clothes).

Aldous: Hey mom I'm home. Can I have a popsicle?

Mother: No! Not now ... you've been eating too many popsicles
 lately. It seems that's all I ever buy anymore when I go
 after groceries. What did you do in school today? Did
 you have fun and learn alot?

Aldous: MMM I dunno - I guess so. Can I have a coke?

Mother: Not now honey ... later. Maybe you can have one at supper.
 Here - take these clothes to your room and put them away.

Aldous: OK, MMM Can I have some candy ... just two pieces?

Mother: Well ... just two pieces ... take your clothes with you
 now.

Narrator: (Aldous picks up small armload of clothes, wanders into living
 room and leaves them on the divan. He then turns on the TV
 set and plops down on the floor directly in front of it.
 Mother get ready to take other clothes upstairs. She sees
 Aldous and clothes on divan).

Mother: Aldous I thought I told you to take your clothes to your
 room. Next time you ask me for candy, you can't have any.

Aldous: OK, I will.

Narrator: (Aldous doesn't budge).

Mother: I told you to take your clothes to your room. When I tell you something I mean it. I don't mean later, I mean now. Do you hear me?

Narrator: (Aldous remains immobile. Mother walks over and very exasperatedly picks up clothes and takes them to his room).

Mother: (Muttering to herself) I don't know what's wrong with that kid ... he just doesn't want to do a thing.

SCENE II: Later That Evening

Narrator: (Dad has come home. He is sitting in his easy chair reading the paper. Pristine is talking to a girlfriend on the phone and Aldous is still watching TV. Mother has the table set and is trying to get everyone to the table at once).

Mother: Buxbaum, supper's ready.

Narrator: (The old man grunts and turns to the sports section of the paper).

Mother: Pristine, suppers on the table. You can talk to Leticia later.

Narrator: (Pristine half turns in the chair, absentmindedly begins brushing her hair, and begins a new topic).

Mother: Aldous - if you don't get out here this minute you won't ever get any more candy.

Aldous: OK, I will.

Narrator: (Aldous glances at his father, is reassured the critical point has not yet been reached and re-directs his attention to the book tube).

Mother: (voice level up about 20 decibels) Everybody - suppers on the table and its getting cold. Come and get it or I'll clear the table (mutters to herself) damn!

Narrator: (Mother sits at table and begins eating by herself. Makes considerable noise serving. Ten minutes later dad finished the paper).

Father: When's supper going to be ready? I'm starved.

Narrator: (Dad, getting no response, investigates the silence. Lengthy silences from Mrs. Crookshank signal varying degrees of criticality along an explosive continuum.)

Father: Angina ... you need to be firmer with these kids. Pristine get off that phone. Aldous shut off the TV. Why don't you kids ever come to supper on time?

SCENE III: Grandparents House

Narrator: (Aldous is visiting his grandparent Skylarks who live several blocks away. He is out in the backyard playing with a neighbor boy, Sebastian. Grandfather Skylark is in the backyard, also, puttering in the garden. The boys get into an argument about who can play first with a tire swing. They begin wrestling and both end up crying).

Grandpa Skylark: Sebastian you'll have to go home now. You always seem to start trouble when you play with Aldous.

Narrator: (Grandma Skylark, always sensitive to Aldous' every need, has been observing the scene from the kitchen window).

Grandma Skylark: Aldous why don't you come in the house with Grandma - I have a surprise for you.

Narrator: (Aldous slowly moves into the house - still sniffing).

Grandma Skylark: Here honey, let me help you blow your nose. I have some cookies and milk for you. There's also some candy for later.

Narrator: (Grandpa comes in the house. They all sit down and have cookies and milk. Both Grandma and Grandpa commiserate with Aldous about his recent traumatic experience. Aldous' tears dry. Grandma Skylark tells him he was supposed to be home an hour earlier. She sends him home with a bag of candy).

SCENE IV: Home

Narrator: (Mr. & Mrs. Crookshank are going out for the evening. Pristine has a date. The babysitter (Ellie May) is given last minute instructions).

Mother: Ellie May - you can read some stories to Aldous and maybe play some games with him. I want him to have a bath and be in bed, though, by eight o'clock. He has school tomorrow.

Narrator: (The parents leave and Ellie May turns on the TV. She gets involved in a program. Aldous has brought out a pile of books, scissors, crayons and a coloring book).

Aldous: Ellie May - will you color with me?

Ellie May: Not now Aldous. A little later. Wait till this program is over.

Narrator: (Aldous puts some chairs together and places a blanket over the top. He moves some toys into his "house" and busies himself by building an airplane with his erector set. Sometime later he asks Ellie May to play with him again. She is already engrossed in another program).

Ellie May: Not now Aldous ... later.

Narrator: (Ellie May becomes aware of the time. It is 9:30. She clutches and tells Aldous it's time for bed. He will have to skip his bath tonight).

Aldous: But ... you said you were going to play with me ...

Ellie May: I will next time Aldous. Your folks will be home soon and it's too late tonight.

Narrator: (One of these days ...)

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FLANNEL BOARD

GAME I

EQUIPMENT: Flannel board and flannel geometric shapes.

PURPOSE: To help the child utilize color discrimination to develop the similar-dissimilar concept.

GENERAL

- INSTRUCTIONS:
- A. Ask your child only once each day if he wishes to play the game.
 - B. The child may change the rules of the game AT ANY TIME. You MUST follow the child's rules if he changes them.
 - C. You should stop the game when the child seems to lose interest.

SPECIFIC

- INSTRUCTIONS: 1. Make a set with two small yellow squares and one small blue square.

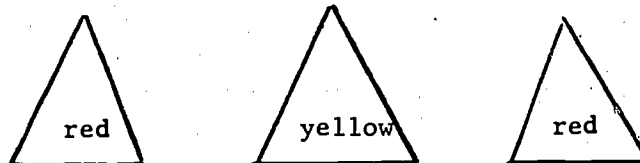


Say to your child, "These are squares." - Point to each, saying, "This is a square," etc.

Q: Say to your child, "Point to the square that is different from the other squares." If your child points to the blue square, say, "Right, the blue square is different than the yellow squares. It is not the same color."

I: If the child points to a yellow square say, "Yes, the yellow squares are the same. They are the same color. Now point to the square that is different than the yellow squares."

2. Make a set with two small red triangles and one small yellow triangle.

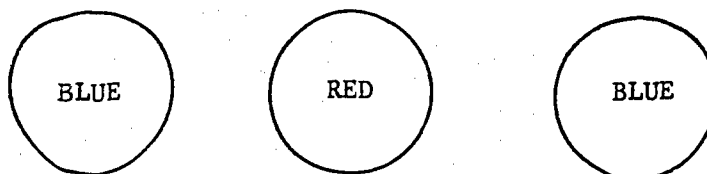


FLANNEL BOARD: GAME I (Contd.)

Q: Say to your child, "These are triangles," - point to each saying, "This is a triangle," - etc. Say to your child, "Point to the triangle that is different than the other triangles." If your child points to the yellow triangle, say, "Right, the yellow triangle is different than the red triangles. It is not the same color."

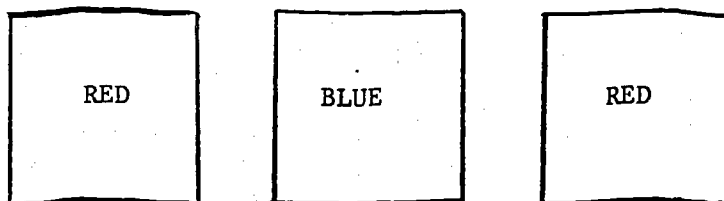
C: If the child points to a red triangle, say, "Yes, the red triangles are the same. They are the same color. Now point to the triangle that is different than the red triangles."

3. Make this set with two large blue circles and one large red circle.



Q: Say to your child, "These are circles" - point to each saying, "This is a circle," - etc. Say to your child, "Point to the circle that is different than the other circles." If your child points to the red circle, say, "Right, the red circle is different than the blue circles. It is not the same color." If the child points to a blue circle, say, "Yes, the blue circles are the same. They are the same color. Now point to the circle that is different than the blue circles."

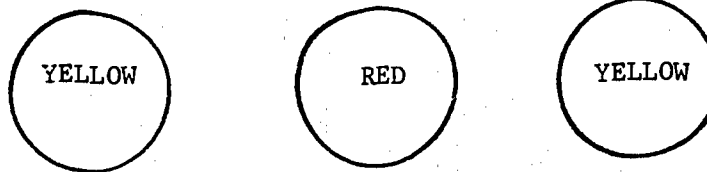
4. Make this set with two large red squares and one large blue square.



FLANNEL BOARD, GAME I (Contd.)

- Q: Say to your child, "Point to the square that is different than the other squares." If your child points to the blue square, say, "Right, the blue square is different than the red squares. It is not the same color."
- C:
- I: If the child points to a red square, say, "Yes the red squares are the same. They are the same color. Now point to the square that is different than the red squares."

5. Make this set with two small yellow circles and one small red circle.



- Q: Say to your child, "Point to the circle that is different than the other circles." If your child points to the red circle, say, "Right, the red circle is different than the yellow circles. It is not the same color."
- C:
- I: If the child points to a yellow circle, say, "Yes, the yellow circles are the same. They are the same color. Now point to the circle that is different than the yellow circles."

6. Make this set with two large blue triangles and one large yellow triangle.



- Q: Say to your child, "Point to the triangle that is different than the other triangles." If your child points to the yellow triangle, say, "Right, the yellow triangle is different than the blue triangles."
- C:
- I: If the child points to a blue triangle, say, "Yes, the blue triangles are the same. They are the same color. Now point to the triangle that is different than the blue triangles."

GO ON TO GAME II.

FLANNEL BOARD

GAME II

EQUIPMENT: Flannel board and flannel geometric shapes.

PURPOSE: To develop detail discrimination between similar and dissimilar geometric shapes.

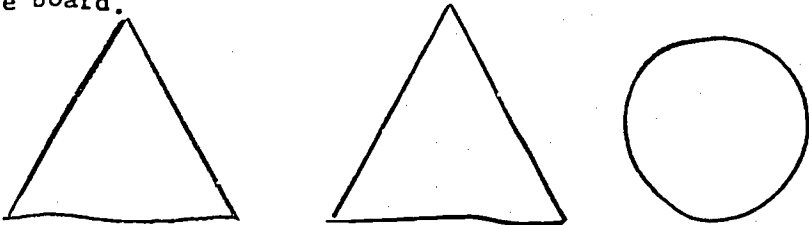
GENERAL

- INSTRUCTIONS:
- A. Ask your child only once, each day, if he wishes to play the game.
 - B. The child may change the rules of the game AT ANY TIME. YOU MUST follow the child's rules if he changes them.
 - C. You should stop the game when the child seems to lose interest.

SPECIFIC

- INSTRUCTIONS:
1. Place the flannel board and shapes on the floor.
 2. Allow free play.
 3. Remove all the shapes from the flannel board and put them next to you.

Place two large red triangles and one large circle on the board.



- Q: Say to your child, "Find the shape that does not go with the other shapes." If your child points to the circle, say, "Right, the circle is not the same shape as the triangles."
- C:

- If the child points to a triangle or doesn't answer at all, point to one of the triangles and say, "Point to a shape that is the same as this shape." If the child points to the other triangle, say, "Yes, the triangles go together, they are the same shape. Now point to the shape that doesn't go with the triangles." If he now points to the circle, say, "Right, the circle does not go with the triangles, it is not the same shape."
- I:
- C:

FLANNEL BOARD

GAME III

EQUIPMENT: Flannel board and flannel geometric shapes.

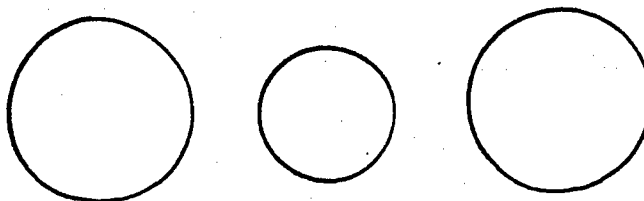
PURPOSE: To help the child develop size-constancy discrimination.

GENERAL

- INSTRUCTIONS:
- A. Ask your child only once each day if he wishes to play the game.
 - B. The child may change the rules of the game AT ANY TIME. You MUST follow the child's rules, if he changes them.
 - C. You should stop the game when the child seems to lose interest.

SPECIFIC

- INSTRUCTIONS: 1. Make a set of blue circles like this:



Q: Say to your child, "Point to the circle that is different than the other circles." If he points to the smaller circle, say, "Right, the small circle is different than the large circles. It is not the same size."

I: If he points to the large circle, say, "Yes, the large circles go together, they are the same size. Now point to the circle that is different than the other circles."

If he points to the small circle, say, "Right, the small circle doesn't go with the large circles, it is not the same size. It is different."

SESSION IX

LANGUAGE

Language development will be explored in this session, acquisition of language, effect of parents as "models," and helpful tools in the responsive environment. Hearing, listening, alphabet and sound recognition plus language materials available in the Toy Lending Library will be discussed.

Two goals are: (1) prevention of unnecessary speech problems through parent education and (2) early identification of speech disorders for preschool training. Group participation will revolve around large and small discussion groups, film and slide presentations and role playing. Discussion projects include alphabet and sound worksheets, home assignments, terms inventory and brainteaser.

SESSION IX

LANGUAGE

- I. Evaluation of Previous Toy
- II. Demonstration of Learning Episode
 - A. Toy
 - B. Role Playing
- III. Preview Sensory and Motor Development
 - Discussion Leader _____
- IV. Topic: Language Development
 - Discussion Leader _____
 - A. An Overview of Language Development
 - 1. Terms Inventory
 - 2. A Slide Presentation
 - 3. Discussion
 - B. Film: "Teach Your Child To Talk"
 - 1. Discussion
 - C. Topics
 - 1. Language Development in the Responsive Environment
 - 2. Do's for Parents
 - 3. Dont's for Parents
 - 4. Hearing, Listening and Speech
 - 5. Listening & Speaking Development Schedule
 - 6. A Guide for Parents to Help Your Child Develop Better Language
 - 7. Speech and Language Games
 - 8. Language Materials Available Through the Toy Lending Library
 - 9. Parent Materials
 - 10. Special Services and Agencies that Provide Speech Training for Preschoolers
 - 11. Alphabet and Sound Worksheets
 - 12. Writing the Alphabet
- V. Free Discussion
- VI. Brainteaser

SESSION IX

LANGUAGE

Objectives

During Session IX, parents will discuss principles of language development as it relates to their child. Parents will review language skills and suggest appropriate language activities to be used in the home with preschool children.

In addition, parents may check out materials regarding language development and various types of speech disorders. A discussion of speech services available throughout Area 6 will follow.



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SESSION IX
TERMS INVENTORY

This is your personal checklist of language terms we will use in this session. Check "yes" if you understand the meaning of the word and "no" if you do not.

TERM	YES	NO
1. Models	_____	_____
2. Responsive Environment	_____	_____
3. Hearing	_____	_____
4. Listening	_____	_____
5. Language acquisition	_____	_____
6. Babbling	_____	_____
7. Self-correction	_____	_____
8. Reinforcement	_____	_____
9. Gestures	_____	_____
10. Normal non-fluency	_____	_____
11. Sound discrimination	_____	_____
12. Voice inflection	_____	_____
13. Self-talk	_____	_____
14. Imitation	_____	_____
15. Speech Clinician	_____	_____
16. Pronunciation	_____	_____
17. Articulation	_____	_____
18. Confort sounds	_____	_____
19. Stimulation	_____	_____
20. Comprehension	_____	_____

LANGUAGE DEVELOPMENT IN THE RESPONSIVE ENVIRONMENT

Language development is an essential ingredient in our culture. The ability to express oneself and communicate with others are integral parts of everyday living. Language is highly valued by most parents. However, few take the time to remember what an extremely difficult task language acquisition is for the young child.

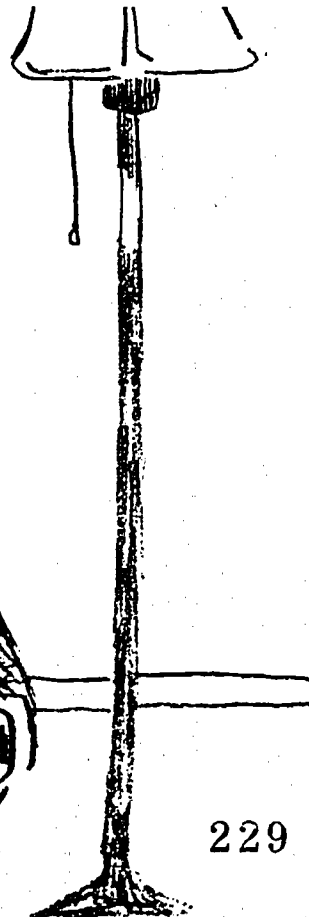
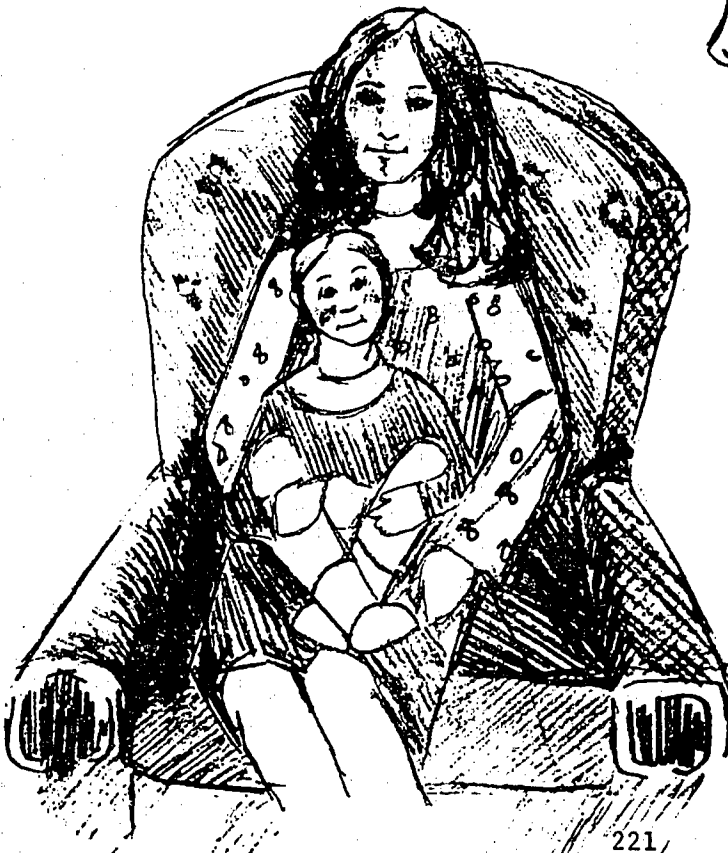
The biological basis for language is developed in the first twenty-four months of life. All language is learned. Children don't just naturally talk. At three months, the child begins his career of babbling which evolves into imitation of adult noises by the first birthday. It is the imitation that provokes language. Therefore, his parents and friends in the "responsive environment of the home," are his first "models" for language. What the child imitates will be largely determined by what he sees and hears, i.e. responsive environment, without necessarily being aware of what it is all about.

IS YOUR RESPONSIVE ENVIRONMENT CONDUCTIVE TO THE LEARNING OF LANGUAGE?

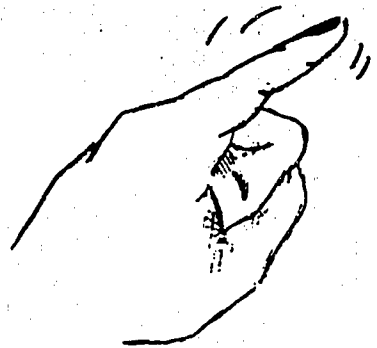
LANGUAGE AND THE RESPONSIVE ENVIRONMENT

DO'S FOR PARENTS

1. Make talking a pleasant experience.
2. Speak clearly, use common names for objects, be a good model.
3. Reward him for speech attempts.
4. Use gestures while talking to your child.
5. Make a game out of listening to and saying sounds.
6. Read to your child. Name and point to objects in the pictures.
7. Take the time to be a good listener.
8. Talk to your child in simple sentences.
9. Talk about everything you do. Use simple sentences.
10. Encourage language activities; nursery rhymes, songs, games, stories, puppet shows, dress up activities, etc.



LANGUAGE AND THE RESPONSIVE ENVIRONMENT



DON'TS

1. Don't withhold your love because of your child's poor speech.
2. Don't anticipate his needs.
3. Don't let brothers and sisters talk for him.
4. Don't encourage baby talk.
5. Don't rush his explanations or stories. Let him know you are interested. Listen carefully. Look at him.
6. Don't demand speech from him if he's upset or crying. This encourages non-fluency.
7. Don't pressure him to "show off" if he is experiencing normal non-fluency between three and four, by making him recite nursery rhymes, etc., for relatives.
8. Don't interrupt him when he's talking or complete his sentences out loud for him.
9. Don't panic if your child starts to stutter or experience normal non-fluency between 3 and 4 years. Remember 85% of all children who are 2 to 6 years in age show hesitations and repetitions at times when talking.
10. Don't discuss his non-fluency when he can overhear you.

HEARING, LISTENING AND SPEECH

Hearing the sounds and discriminating their meanings is prerequisite to listening and eventually speech and language.

The behaviors listed may indicate a hearing loss either temporary or permanent.

1. Straining or turning the head to hear.
2. Failure to respond or follow directions.
3. Frequent requests for repeating things.
4. Speech errors may indicate hearing loss; an example, high frequency sounds (s, sh, f) may be absent because of a high frequency hearing loss.
5. Very soft speech, or very loud speech.
6. Lack of voice inflection patterns.
7. Inattention.
8. Because of hearing loss a child may not hear much of what is happening in the classroom. He therefore, may compensate by doing other things and becoming a discipline problem.
9. Withdrawal.
10. A general lack of awareness of sounds.
11. Poor speech discrimination; such as an inability to distinguish between the words: pad - bad - mad.
12. Turn the record player or TV very loud, but does not think it is loud.

If you notice that your child or student has many of these behaviors present, his hearing should be checked.

Agencies to Contact:

Area Education Agency 6

Marshall County ----- 752-1578

Hardin County ----- 858-3461

Tama County ----- 484-4826

Poweshiek County ----- 236-3312

LISTENING AND SPEAKING

Most parents are eager for their children to talk at early ages. This "expressive" language is well received. Few parents think about the "receptive" phase of language. The chart below includes listening development, the counterpart to speaking, and shows fundamental growth in listening skills in the preschool years.

SUMMARY OF LANGUAGE DEVELOPMENT TO SIXTY MONTHS*

Age in Months	Listening	Speaking
1	Activity decreased by sound, calmed by voice.	Vocalizes when crying, throaty noises.
2	Listens to human voice.	Cooing and babbling - crying for hunger and pain is different.
3	Looks to source of sound, eyes follow ringing bell.	Chuckles when pleased, vocalizes when talked to.
4	Moves head toward sound.	Babbles syllables, "ba-ba-ba."
5	Distinguishes between friendly and angry voices.	Babbles to people, vocalizes displeasure.
6	Turns head to bell 12 inches from either ear.	Vocalizes well defined syllables.

* This language development schedule (reprinted with permission from publishers) is based on findings of Gessell, McCarthy and Poole and can be found in How Children Learn To Speak, by Maurice Sklar, Western Psychological Services, publishers, 1969. (Can be ordered from the above publisher at 12031 Wilshire Boulevard, Los Angeles, California 90025).

Age in
Months

Listening

Speaking

7	Responds when called.	Combines vowel sounds.
8	Looks at person or object named.	Repeats, "mama" -- "dada", not consistently.
9	Activity stops on "no-no" or his name.	Imitates sounds as tongue click, says "mama" or "dada" consistently.
10	Waves "bye-bye" on request.	Shakes head for "no", imitates syllables.
11	Enjoys listening to voice and music	Uses consonants h-d-b-ng-z-g-.
12	Responds to request "give me the toy."	Says one or two words besides "mama" and "dada."
13	Gives toys on request.	Fluency Practice, points while babbling.
15	Points to picture named.	Imitates adult demonstrations, acquires 4 or 5 new words, says equivalent of "thank you."
18	Follow two directions with ball.	Asks for milk, cookies -- by name, has 10 word vocabulary.
21	Points to parts of doll named.	20 word vocabulary, begins two word sentences.
24	Carries out four directions with ball.	Jargon begins to fade.
30	Identifies body parts, discriminates prepositions, points to names objects, identifies objects by use.	Says name, uses pronoun me, repeats 2 digits, names objects.

Age in
Months

Listening

Speaking

36

Obeys simple commands, understands taking turns, carries out two commands, discriminates size.

Tells male-female names, drawings, repeats 3 digits, repeats 7 syllable sentence, uses plurals.

48

Understands concepts sleepy - cold, remembers four commands, understands similarities and differences, understands prepositions.

Repeats 12 syllable sentence, can tell opposites, defines words, count 3 object in sequence, uses conjunctions.

60

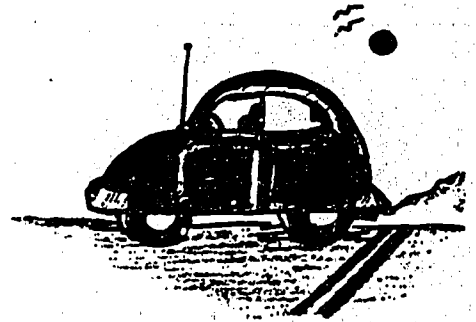
Identifies coins, identifies 4 colors, carries out 3 part command.

Names and points to 10 objects, describes objects, tells part of day.

A GUIDE FOR PARENTS TO HELP YOUR CHILD DEVELOP

BETTER LANGUAGE

1. Use the sentence as a basic unit of expression.
Example: Child asks, "What's that?" You reply, "THAT IS A BLUE CAR." Not: "a blue car."
2. Whenever possible, speak in terms of a classification or category. Example: "THAT COLOR IS RED." Not: "That is red."
3. Words that refer to location or place should be specific. Example: "THE PEGS BELONG ON THE SHELF BY THE WINDOW." Not: "They go over there."
4. Use the noun in addition to an adjective, never the adjective alone. Example: "DO YOU WANT THE YELLOW CRAYONS?" Not: "Do you want the yellow?"
5. Express directions clearly. Example: "YOU PUSH THE TABLE AND I WILL PUT IT." Not: "Let's move it."
6. Use correct words when referring to height. Example: "JUDY IS TALLER THAN KIM." Not: "Judy is bigger than Kim" Be careful how you use size terms.



7. Be precise in how things are similar. Example: "THESE ARE THE SAME SHAPE." Not: "These are the same."
8. Take opportunities to express other special concepts.

"LET'S CLIMB OVER THE FENCE."
"LET'S HIDE UNDER THE PORCH."
9. Correcting suggestion:
Example: Child says, "Her did it." You say, "Yes she did it."

Child says, "I want a tookie."
You say, "HERE IS A COOKIE."

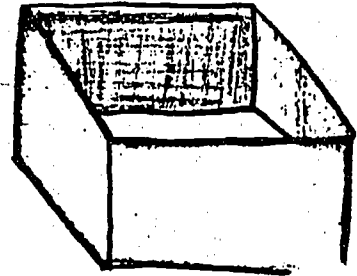
Do not ask the child to repeat the correct form immediately unless he wants to or does so by himself.

SPEECH AND LANGUAGE GAMES

THE SOUND BOX GAME

Sound discrimination, naming objects, memory

Find objects around the house that make a variety of sounds: jangling, ringing, scraping, buzzing, tinkling, or grating noises. Put them in a box and have the child guess the object by the sound. With two or three that are quite different at first. Then build up to those that are quite similar. Encourage the child to describe the sound as well as the name of the object. What does he remember about this sound? Where has he heard it before?

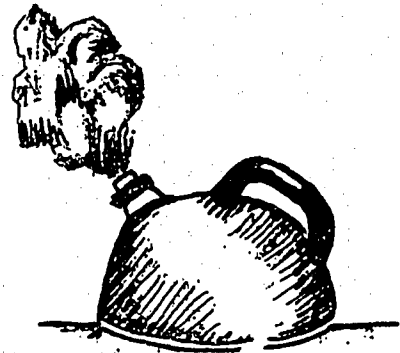


WHAT DO I HEAR, DEAR?

Sound discrimination, naming objects

the next time you have a few minutes with nothing to do, in the car, outdoors, anywhere -- have the child close his eyes and listen for sounds around him. This is an excellent game in detecting differences in sounds and also in vocabulary building in naming the objects.

Just sitting in the kitchen before supper would be a good place for this game. Consider the sounds: running water, removing ice cubes, stirring in a bowl, beating eggs, etc.



MOTHER, MAY I?

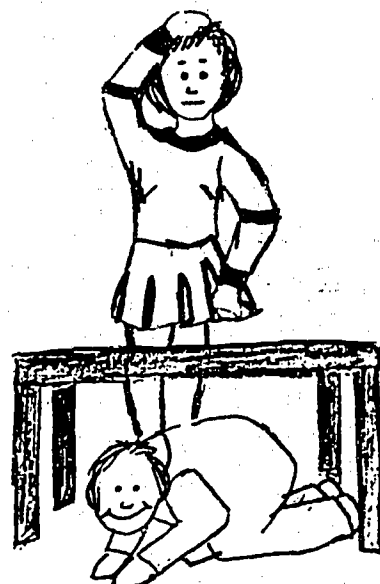
Listen practice in following 1 and 2 commands.

The players stand behind the starting line facing the leader. The players move toward the leader by commands. "Take two giant steps" or "take three baby steps." The players must ask, "Mother May I, or return to the starting line. The first player to the leader becomes the new leader until another player finishes the game.

WHERE ARE YOU?

Sound discrimination, directionality

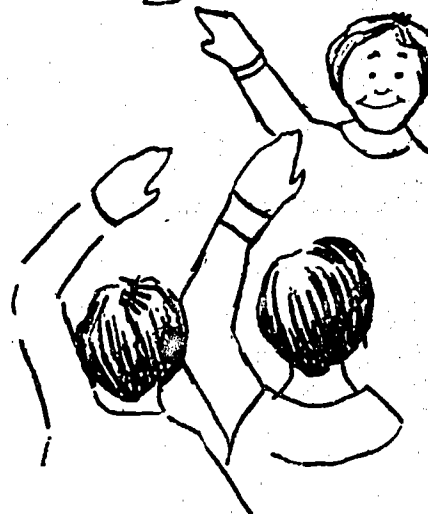
Usually two players are involved in this version of Hide and Seek. The first child hides, the second child says, "Where are you?" The child hiding makes some kind of noise. The leader listens to the noises and tries to tell where they are coming from.



SIMON SAYS

Listening, body parts, right and left, 1 and 2 commands.

The leader gives the instructions: "Simon says..." touch your toes or raise your right arm." The leader continues other commands for the group. If any child follows the instructions without the "Simon says" then they are eliminated from the circle. The last one to remain in the game becomes the new "Simon"



GOING ON A TRIP

Listening, objects, repetition, memory training.

The first child says, "I am going on a trip and I want to take an apple, (or any object starting with A) The next child must repeat the sentence, adding a B item and the next uses a C item and etc. through the group. A player is out if he forgets an item or says a wrong one. If only two or three are playing, when there is a mistake, then everyone must start over with A. This game involves good listening habits and memory training. Could be played in a car, on vacation, or as a party game.

A B C D E F G

BANDSTAND U.S.A.

Rhythm, sound discrimination, imagination

Have the child assemble materials for the band: pots, pans, spoons, pie plates, pebbles in a box, bells. Even water glasses can be filled to various levels to produce different notes on the musical scale. Children may prefer to keep time to a record, or "make their own music."



PONY EXPRESS GAME

Listening, following commands, memory

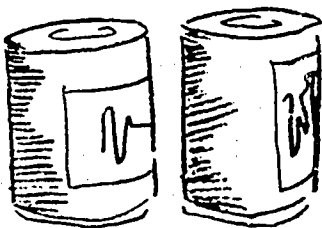
Whenever possible send your child on errands. Start by sending a note and then one sentence commands. This can be followed by two or three items, or commands. Use your next door neighbor, neighborhood drug store or the children in the neighborhood may decide to make their own rules for delivery of notes around to the various houses.



GIANT SOUND CANS

Sound discrimination, matching.

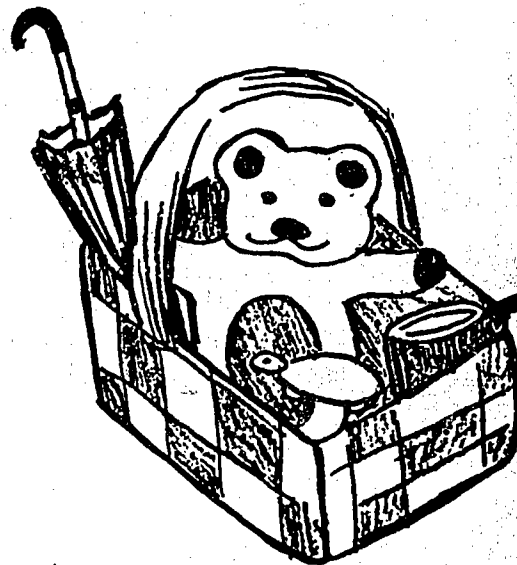
Take two, four or six giant oatmeal boxes or large plastic containers. Place similar objects in two boxes. Items to be used: marbles, blocks, cotton balls, macaroni, etc. Mix up the containers and have the child shake them and find the two containers that have the same sound.



TREASURE HUNT

Sound identification

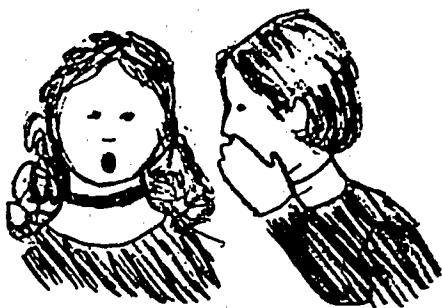
Send the child around the house looking for items that start with the "b" sound. (blocks, bags, bear, beans, box, bat, ball, etc.) Set a time limit. Discuss the items he has brought to you in the basket. Make up a story about a bear who ... Then change the sound and give the child a new assignment. Consult the Alphabet and Sound worksheets for help in this game.



PASSWORD

Vocabulary, similarities, opposites

The players decide on the rules: whatever comes to your mind, opposites, animals, places, etc. The first child says a word and then the next child says whatever he is thinking. Then experiment with opposites and synonyms.



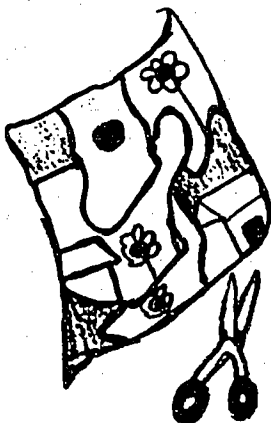
GOSSIP GOODIES

Repetition, memory, listening

The leader whispers a message into the ear of a child who must repeat it to another child and around the circle. Finally the last child says out loud what the message is. What a surprise!

Good for parties. Have a special prize for the group if they do not distort the message significantly.

Reward them for good listening.



PICTURE PUZZLES

Visual attention, vocabulary

Make your own puzzles from the colorful magazine photos. Cut up the pieces and paste them on cardboard. Then the children can share and trade puzzles they have made, or give as presents.

Ask the child about his puzzles when he has finished. Ask him to tell you a story about the picture puzzle.

ALL THE WORLDS A STAGE

Allow the children to gather dress up materials and costumes to act out their favorite nursery rhymes: Three Little Pigs, Little Red Riding Hood, or Three Billy Goats.

Have the children sit in a circle and discuss the story line first. Who are the characters? What happens at the beginning? What props will they need? How does it end?

Then walk through the action. Have the children make up their own dialogue. You may have to "coach" the shy ones.

Invite some mothers in for tea and remember: "The play's the thing."



LANGUAGE MATERIALS AVAILABLE THROUGH

THE TOY LENDING LIBRARY

The Marshalltown Project
507 East Anson Street
Marshalltown, Iowa 50158

LANGUAGE DEVELOPMENT

1	Books (children)	500	Puppets
251	Parent Materials	600	Puzzles
200	Talking Story Books	750	Records
300	Flannel Board Materials	900	Sequence
	950	Miscellaneous	

Books available in the Toy Lending Library that are usually recommended for two and three year olds.

Brown, Margaret Wise:	7J. On Christmas Eve
	7A. Child's Goodnight Book
	7G. Goodnight Moon
Davis, Daphne:	14 Baby Animal Book
DeAnglei, Marguerite:	15A. Book of Nursery and Mother Goose Rhymes
Flack, Marjorie:	22A. Angus and The Cat
	22B. Angus and The Ducks
Lenski, Lois:	40A. Cowboy Small
	40F. I Like Winter
	40B. Davy's Day
	40I. Now It's Fall
	40L. The Little Auto
	40N. The Little Train

Books available in the Toy Lending Library that are usually recommended for three and four-year-olds:

Brown, Margaret Wise:	7V	Color Kittens
	7U	The Golden Egg Book
	7W	The Seashore Noisy Book
	7T	The Summer Noisy Book
Ets, Marie Hall:	19A	In the Forest
	19B	Just Me
	19G	Play With Me
Gag, Wanda:	24B	Millions of Cats
Kessler, Ethel & Leonard:	34A	Do Baby Bears Sit In Chairs?
Krasilovsky, Phyllis:	36A	The Very Little Boy
	36B	The Very Little Girl
Webber, Irma E.:	75A	Up Above and Down Below
Buckley, Helen	84	Grandfather and I

Books available in the Toy Lending Library that are usually recommended for four and five-year-olds.

Beim, Lorraine & Jerold	4A	Two is a Team
	4B	Smallest Boy in the Class
Brown, Margaret Wise:	7K	Shhh, Bang Whispering Book
Beskow, Elas:	8A	Pelle's New Suit
Burton, Virginia Lee:	9C	Mike Mulligan & His Steam Shovel
	9B	Katy and the Big Show
Fisher, Aileen:	21A	Where Does Everyone Go?

Books for four and five year olds (Contd.)

Gramatky, Hardie:	28	Little Toot
Lenski, Lois:	40H	Let's Play House
McCloskey, Robert:	44C	Blueberries for Sal
Puner, H.W.:	53	Daddies What They Do All Day
Rey, H. A. & Margaret:	54F	Anybody at Home
	54B	Curious George Gets a Medal
	54C	Curious George Goes to the Hospital
	54E	Curious George Learns the Alphabet
Seuss, Dr.:	63 A-B	The 500 Hats of Bartholemew Cubbins
	63 C-D	I Had Trouble in Getting to Solla Sollew
	63 E-F	Scrambled Eggs Supper
	63 G-H	The Cat In The Hat
	63 I-J	ABC
	63 K-L	And To Think That I Saw It On
	63 M-N	Happy Birthday to You
	63 P	Horton Hatches The Egg
	63 Q-R	How The Grinch Stole Christmas
	63 S-T	I Can Lick 30 Tigers Today
	64 A-B	If I Ran the Circus
	64 C	My Book About Me
	64 D	McElligots's Pool
	64 F-G	Sleep Book
	64 H-I	If I Ran The Zoo
	64 J-K	On Beyond Zebra
	64 L-M	Sneetches and Other Stories
	64 N-P	The King's Stilts
	64 Q	Yertle The Turtle and Other Stories
Tresselt, Alvin:	71A	Rain Drop Splash
	71C	What Snow, Bright Snow

PARENT MATERIALS ON LANGUAGE

Baby Learns To Talk by Donald F. Maietta and Don Glen Sandy, Boston University. Publishers: Stanwix House, Inc., Pittsburgh, Pennsylvania, 1969.

"A very valuable and unique guide for understanding and encouraging language developing in young children." (Dr. Blatt, Boston University.) This is a picture or story book for young children about language and the process of talking. Written from the child point of view and the parents.

The Child Who Is Hard of Hearing, Children's Bureau Folder No. 36 - 1952. Reprinted in 1970. Order: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, \$.15

Two case histories. The Story of Mary's ear infection and how the complications affected her hearing. Tommy didn't talk at three. His hearing was damaged through German measles when his mother was pregnant. Show value of special help during the preschool years.

The Child With A Speech Problem, Children's Bureau Folder No. 52 - 1964. Reprinted 1969. U.S. Printing Office, Washington, D.C. 20402. \$.25

Discusses language development principles from crying, babbling to talking first words and hearing. Some of the speech problems introduced: articulation problems, stuttering, voice problems, retarded speech development, hearing problems, cleft palate and suggestions to help the child with these speech problems.

The Child With A Cleft Palate, 1969. U.S. Government Printing Office, Washington, D.C. 20402, \$.10

Describes cleft palate and cleft lip and different ways of treating this particular problem by parents and professionals.

The First Big Step. A handbook for parents whose child will soon enter school. Published by National School Public Relations Association, 1966. \$.10 Stock No. 411-12674. Above publisher at 1201 Sixteenth Street, N.W., Washington D.C. 20036.

Describes various readiness activities before school: friends, school, trips, family, sensory awareness, basic skills (cutting, pasting) books, food health and safety.

LANGUAGE MATERIALS

Developing Your Child's Skills and Abilities at Home. Parent Handbook. Published by Priority Innovations, Inc., P.O. Box 792, Skokie, Illinois 60076, 1968.

Discusses importance of attitude, language comprehension, sensory development, arithmetic concepts, motor coordination, spatial relationships, auditory and visual memory. Included activities and games for parent and child involvement.

For The Parents Of A Child Whose Speech Is Delayed by R. Corbin Pennington and Elizabeth James. Order from The Interstate Printers and Publishers, Inc., Danville, Illinois

Excellent presentation of the role of parents in language development. Part 1 Speech and The Home; Part 2 How Speech Is Learned, The Beginning of Sounds, The Beginning of Words; Part 3 Definition of Delayed Speech, causes of delayed speech; Part 4 Preparing The Child For Speech, Speech Readiness and What Parents Can Do. Bibliography.

How Children Learn to Speak. Maurice Sklar, 1969. Published by Western Psychological Services, Publishers and Distributors, 12031 Wilshire Boulevard, Los Angeles, California 90025.

Complete Handbook for parents 51 topics from babbling to voice therapy. 53 pp. Bibliography.

Helping Your Child To Better Speech. A work-study project. Black Hawk-Buchanan, Clinical Speech Services.

Discusses how speech grows in children, why some children have trouble, articulation, ways to help with sounds, voice problems, the specialist, stuttering and the school.

Helping The Child To Listen and Talk by Joan Sayre, 1966. Order: The Interstate Printers and Publishers, Inc., Danville, Illinois 61832.

Designed to give parents and teachers a better picture of the child with a speech and hearing problem and offers practical suggestions for helping the disorder.

Learning To Talk. Report of the Subcommittee on Human Communication and its Disorders, 1969. Order: Information Office, NINDA, National Institute of Health, Bethesda, Maryland 20014.

Topics: The Child In Trouble, What Is A Communication Disorder, How Is Sound Involved In Talking, How Do Children Become Able To Talk, What May Be Involved If Your Child Has Trouble, Learning To Speak, The Wise Parent Is A Concerned Parent.

LANGUAGE MATERIALS IN TOY LIBRARY

Language Through Songs. Molly McCormick and Jean Osborn.
Distributed by University of Illinois Press, Urbana, Illinois,
61801. Bereiter-Engelman program for pre-school and kindergarten
children.

Lyrics and music for various types of songs: action language,
reading, arithmetic and recreational.

Teach Your Child To Talk. Grand Rapids Michigan Staff of
Developmental Language and Speech Center. Order: CEBCO/
Standard Publishing Company, 104 Fifth Ave., New York, N.Y.
10011.

This handbook, divided into seven pre-school age groups, is an
excellent overview of language development from birth to 5 years.
Age groups: Birth to 6 months; 6-12 months; 12-18 months;
18-24 months; 2-3 years; 3-4 years; 4-5 years.

The Preschool Child Who Is Blind. Children Bureau folder No. 39 -
1953, revised 1968. U.S. Government Printing Office, Washington,
D.C. 20402. \$.20

How to cope with blindness in your pre-school child. Good mental
and emotional health is stressed along with analysis of how the
blind child learns from his other senses and the importance of
friends and playmates, during these early years.

Your Child From 1-6. Children Bureau Publication No. 30 -
1962. Reprinted 1970. Order: U.S. Government Printing Office,
Washington, D.C. 20402. \$.20

Complete pamphlet aimed at helping parents understand how children
develop from birth to six. The aim is to give these parents
confidence in their own ability to cope with their own problems
during these early and difficult years.

Your Pre-School Child's Eyes. Children's Bureau Folder No. 54 -
1964. Price \$.15 Order: U.S. Government Printing Office,
Washington, D.C. 20402.

Topics include the need for vision testing by the age of three;
benefits of early treatment; warning signs that may mean visual
problems and what to do in case of an accident or injury to the
eyes.

200 TALKING STORY BOOKS

These talking story books are regular picture books for three to five year olds, accompanied with a 33 rpm record. The recording tells the story and the child can follow the pictures or the words. These books are especially appealing to fours and fives if they have their own phonograph.

Charts of all the series titles are available in the Library with a place for "stars" when the child has finished a book. Want to try some behavior modification with reading readiness?

Examples:

215	Harry The Dirty Dog	223	Mother Goose Rhymes
217	If I Drove A Truck	225	My Dog Is Lost
219	Lentil	227	Noisy Nancy Norris
220	Little Bear's Pancake Party	230	Song Of The Swallows
		238	What Do You Say, Dear?

300 FLANNEL AIDS

Flannel aids are materials -- mostly pictures that are backed with felt or made of felt and stick to the flannel board surface. These aids include stories to be illustrated on the board and narrated by the child, object recognition, colors, personal habits.

Suggestions for 2-3's

- 307 Goldilocks and the Three Bears
- 308 Little Red Riding Hood
- 310 Members of the Family
- 311 Mother Goose Rhymes
- 319 We Dress for the Weather

Suggestions for 3-4's

- 304 Community Helpers
- 305 Farm Animals and Babies
- 312 My Face and Body
- 320 When I Grow Up
- 321 Zoo Animals

Suggestions for 4-5's

- 306 Ginger Bread Boy
- 313 Opposite Concepts
- 315 Rhyming Pictures
- 302 Color Recognition





500 PUPPETS



Puppets of all sizes and shapes are available in the library; cardboard, cloth, plastic, rubber and even some talking puppets. Using the puppets with your child encourages language activities in many areas: dialogue, characterization, stimulates the imagination, uses their skill with language and challenges their creativity. Many of the patterns can be copied and you and your child can make your own puppets.

Cardboard:	501	Animal face puppets
	509	Family face puppets (Black)
	510	Family face puppets (White)
Cloth:	514-515	H. R. Pufnstuf
Hard Rubber:	523	Whale Puppet
	524	Wolf Puppet
	525	Dragon
	526	Frog



600 PUZZLES

Puzzles ranging from one piece to 30 or 40 pieces are available in the library. Most numbers and names of puzzles contain the number of pieces, i.e., 635 Polar Bear 8p means 8 pieces.

Beginning puzzles:

1 Piece in a wood try, 4 items
605 Difference Puzzles: Apples

Playskool puzzles for beginners:

624 Birthday party 3 p
625 Birds 3 p
627 I Learn To Draw And Paste 4 p
628 Milky Way 4 p
631 For My Bath 4 p

For the child who has mastered these 3 and 4 piece puzzles:

633 Hippo 7 p
635 Polar Bear 8 p
636 Lion 9 p
637 Little Boy Blue 11 p

More difficult puzzles:

- 639 Little Red Riding Hood 13 p
- 645 Farm 15 p
- 650 Police Car 18 p

School age puzzles:

- 614 Life Cycle Of A Frog
- 617 Solar System
- 619 Tropical Fish
- 620 United States
- 622 World Map

Fun with colors and shapes for school age:

- 662 Square Where
- 663 Block Shock

750 Records

Record albums available cover a variety of subjects: stories, classics, popular songs and stories, nursery rhymes, rhythm records, dance and songs to sing. Tapes are included in this section.

Favorites:

- | | |
|----------------------|--------------------------|
| 750 Captain Kangaroo | Tapes: Sounds I Can Hear |
| 752 Dumbo | 783 Farm In The Zoo |
| 773 Pinocchio | 784 House |
| 782 Sleeping Beauty | 785 Neighborhood |
| 790 Winnie The Pooh | 786 School |

Large story books with record. Six stories.

762-765 Little Golden Books and Records

Motor Skills:

- 751 Coordination Skills
- 756 Indoor Play For A Rainy Day
- 768 Music To Dance To

Songs To Sing:

- 758 Let's All Sing Like The Birdies Sing Record
- 759 Let's Sing Together
- 778 Romper Room
- 780 Sesame Street

900 SEQUENCE

This section covers basic 4 piece puzzles that helps the child see a pattern or sequence of events. What comes first? Next?

These basic sequence puzzles can be started with some 2 and 3 year olds. Arranging the pieces is not difficult (squares) but the order of pictures is important.

Examples:

- 902 Baking a Cake
- 903 Blowing a Balloon
- 904 Brushing Teeth
- 905 Combing Hair
- 912 Seasons

Stories:

- 906 Hickory Dickory Dock
- 907 Humpty Dumpty
- 908 Jack and Jill
- 911 Miss Muffett

950 MISCELLANEOUS

Miscellaneous language activities that do not specifically belong in any other category may be found here. Usually the activity involves language related activities.

950-52 Classification Game

This box of materials will build a pet shop, home, or bedroom and a little child's room. Then a variety of items are available. Where does it belong? Where does the cat belong? Where would you put the little girl's doll?

953-54 Fun With Rhymes 958 Objects That Rhyme

These games encourage matching words or pictures, or real objects that rhyme. Good practice in working with sounds and hearing similarities and difference in sounds. Pre-reading skill.

SPECIAL SERVICES AND AGENCIES THAT PROVIDE
SPEECH TRAINING FOR PRESCHOOL CHILDREN

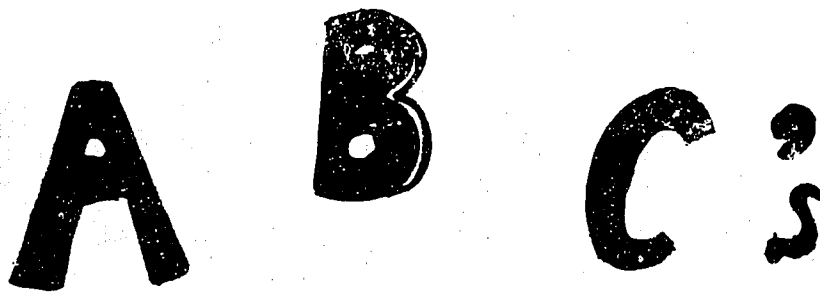
1. Check the hearing loss checklist found in your notebook. If you notice that your child has many of these behaviors, his hearing should be checked. Either call your local school or the satellite office number found on page 223. Hearing and Vision should be checked by age three if there are any questions in regard to development.

Vision can be checked by your optomistrist, or free clinic sponsored by local civic or social clubs. Check your local newspaper for announcements usually in the spring.

2. "The Marshalltown Project" serves children with delayed speech. Eligibility is determined by evaluation of each child, using the Marshalltown Profile. A Home Advisor will work with the parent and the child in the home on a weekly basis as soon as eligibility is determined. For more information contact:

Arlene Keiser
507 East Anson Street
Marshalltown, Iowa 50158
Phone: 752-1723

3. Other information can be received by writing to your State Department of Education regarding special services. National organizations also disseminate information. The American Speech and Hearing Association, 9030 Old Georgetown Road, Bethesda, Md. 20014 provides a list of publications and reprints of articles. The National Association of Hearing and Speech Agencies, 919 - 18th Street, N.W., Washington, D.C., 20006 answers inquires from parents and send out information kits and publishes journals for parents and professionals.



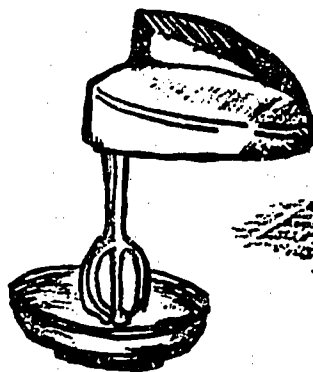
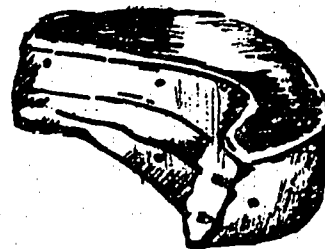
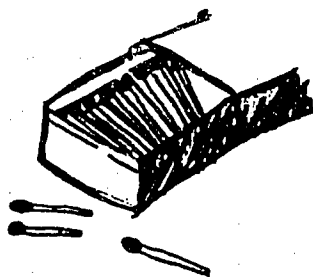
ALPHABET AND SOUND WORKSHEETS

The pictures on the next few pages will provide not only an opportunity to hear and practice all of the different speech sounds, but they can also be used for vocabulary and language development.

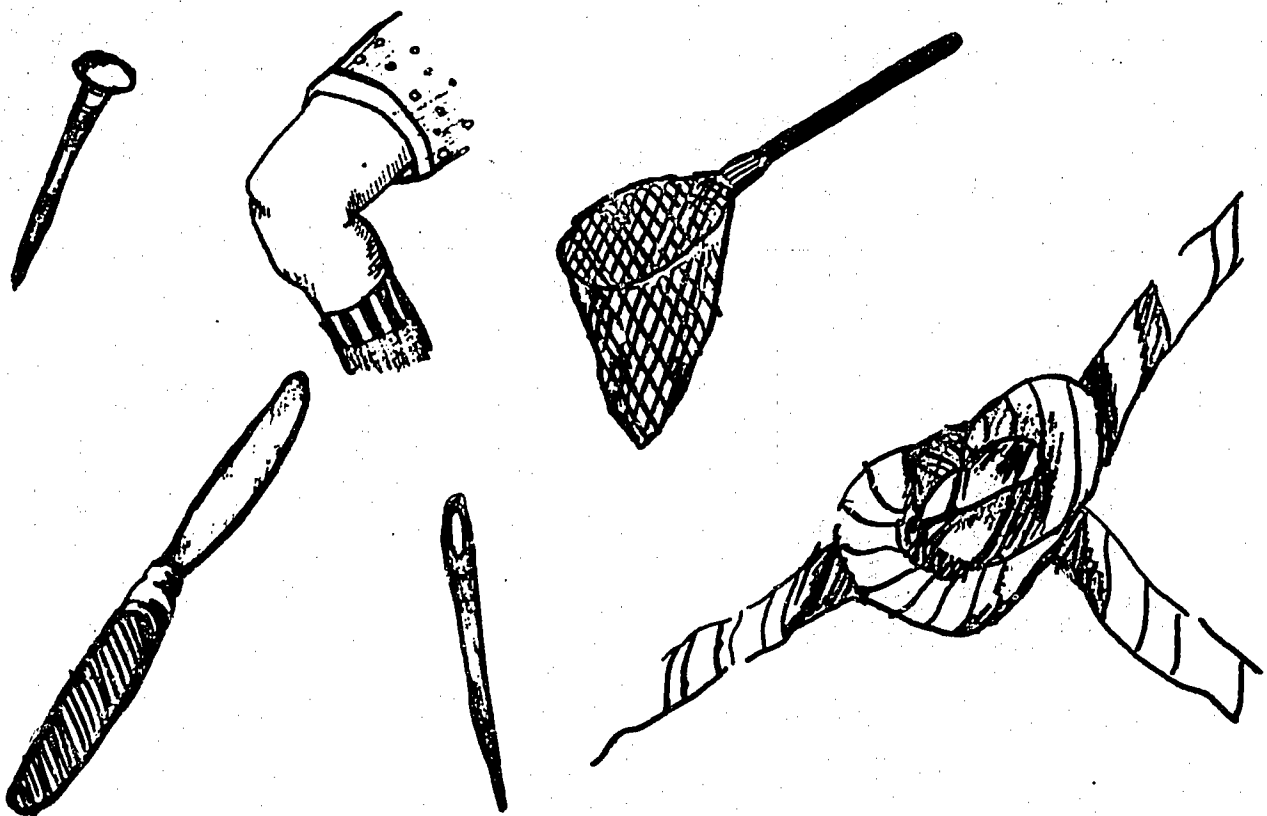
1. Name each picture on the top half page. Give your child the opportunity to repeat the name of each picture. Take time to talk about the pictures. Relate them to your child's experience. For example, while looking at the picture of the milk carton, you might show him where we keep the milk.
2. Children enjoy games and easy riddles. Use several pictures for this purpose. For example, you might choose the pictures of the bear and say, "I see something that we can see at the zoo. What is it?" Give your child the opportunity to make up riddles also.
3. After you have finished the several sounds that your child has mastered, he might enjoy finishing his own picture book. Old magazines and catalogues provide a wealth of materials for this purpose. Let the child paste pictures on the bottom half of the page matching the sound on that page.

The following pictures are representative of the various sounds we make. The sounds begin with the earliest consonants sounds. The number in parenthesis suggests the average age at which children have mastered the sound listed. (Templin Sound Development Norms)

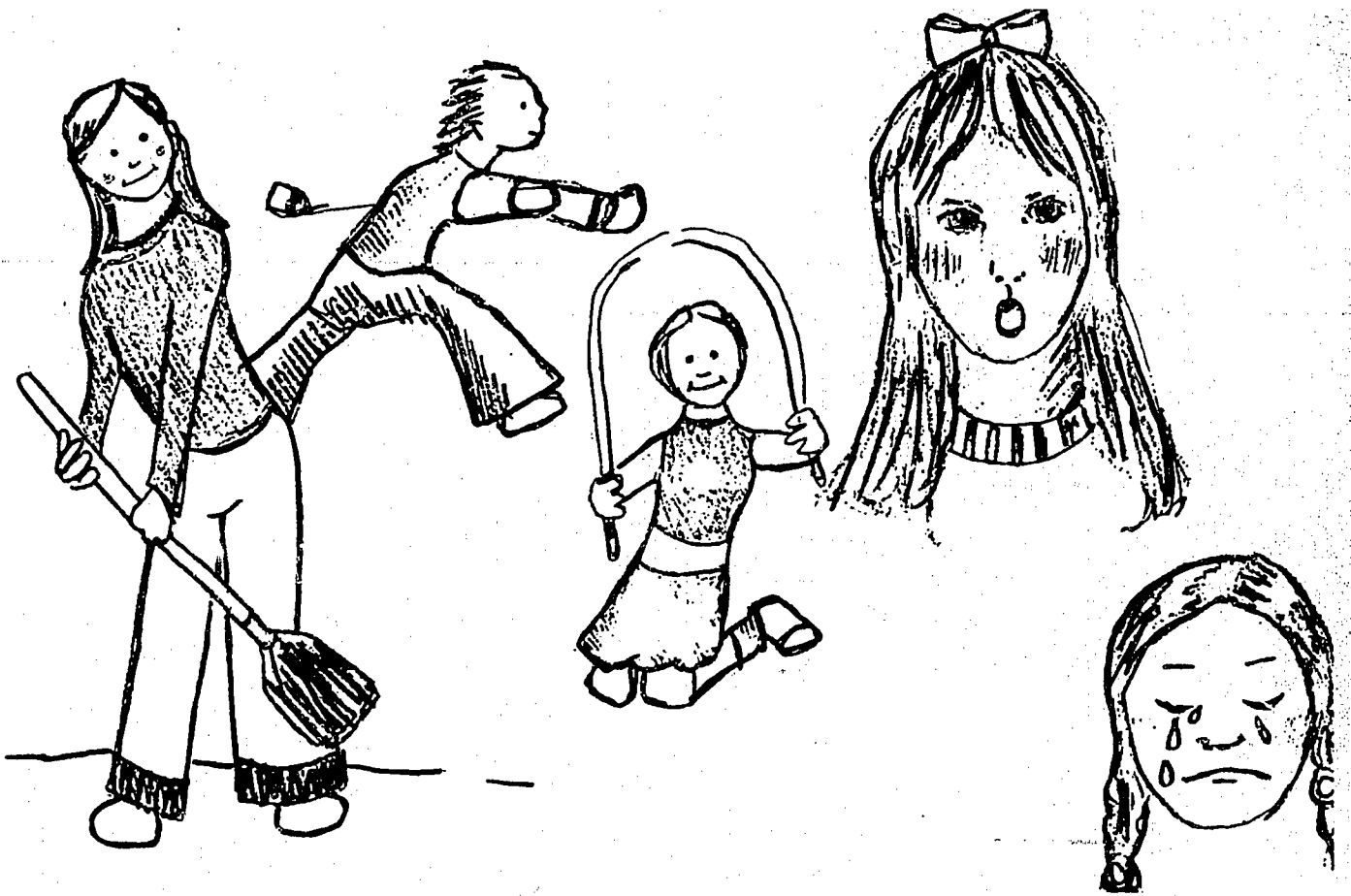
Remember that many children will have mastered all the sounds at age 4 or 5; but the average age at which a child may master a more difficult sound such as "z" or "wh" is 7 or 8 years of age.



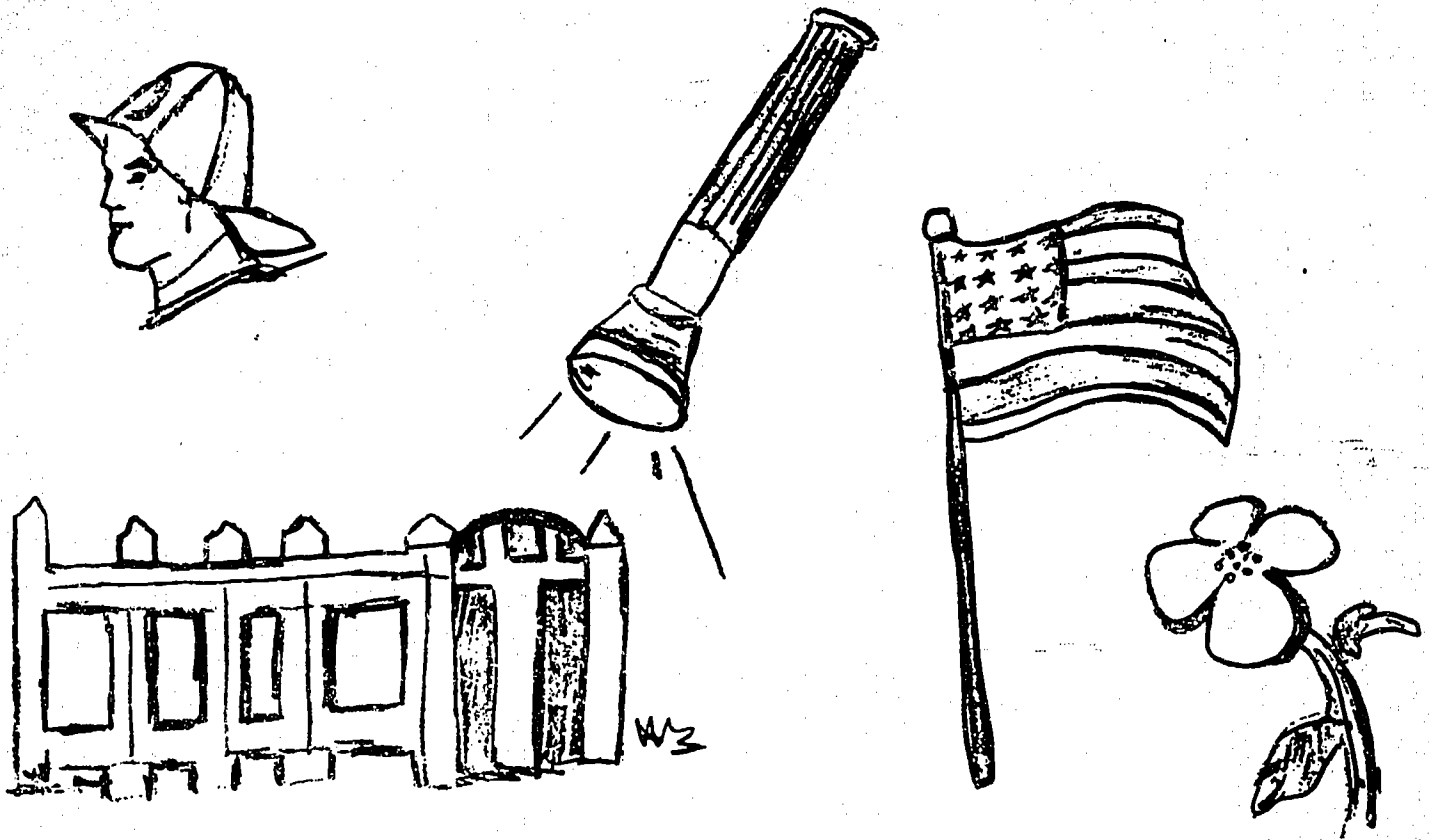
Paste other pictures here that have the "mmmmmm" sound:
(3 years)



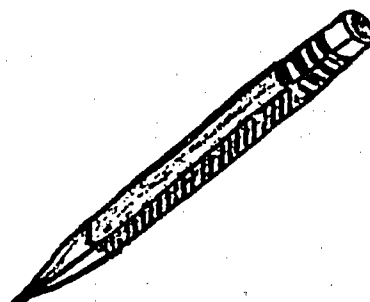
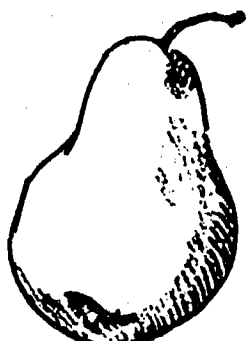
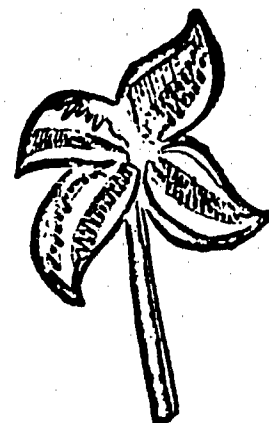
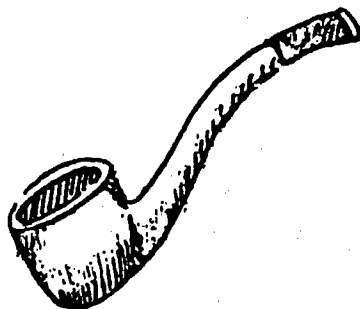
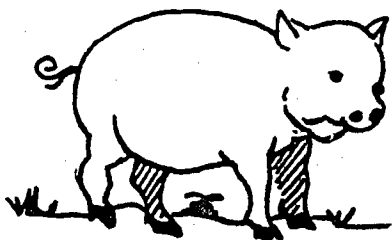
Paste other pictures here that have the "nnnnn" sound:
(3 yrs.)



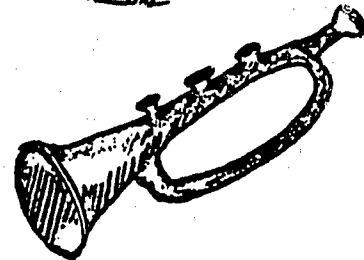
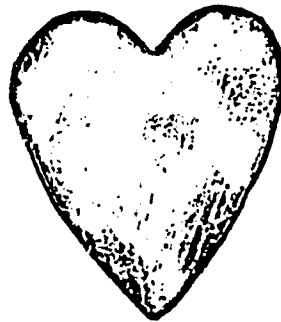
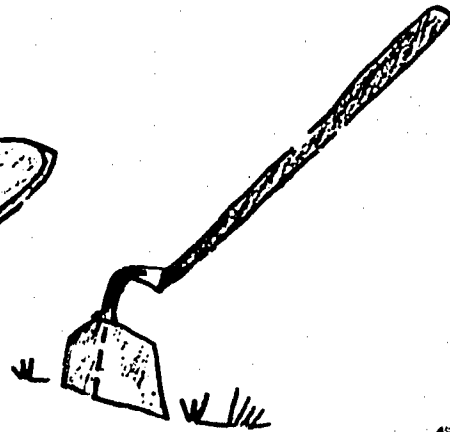
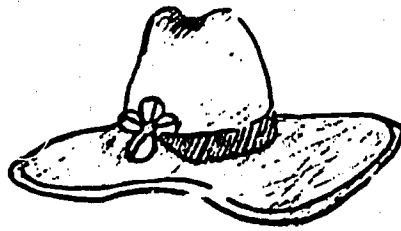
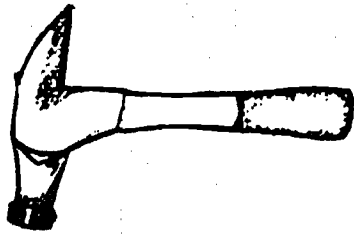
Paste other pictures here that have the "ng" sound:
(3 yrs.)



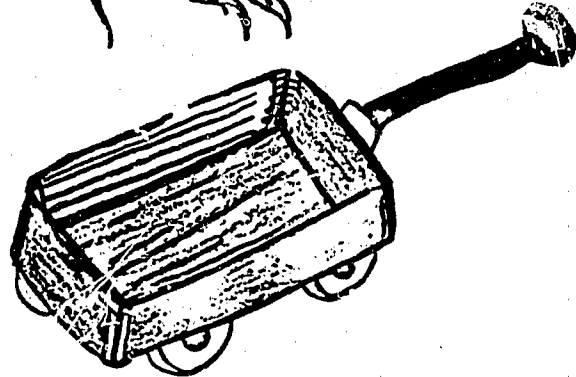
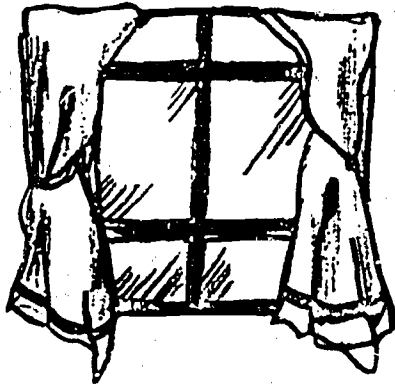
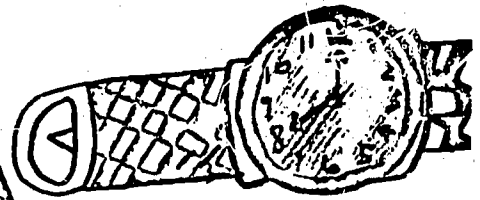
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(3 yrs.)



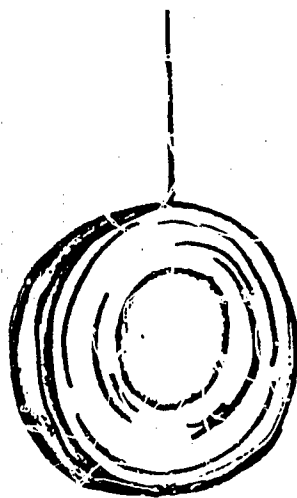
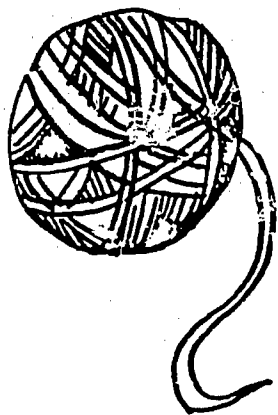
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(3 yrs.)



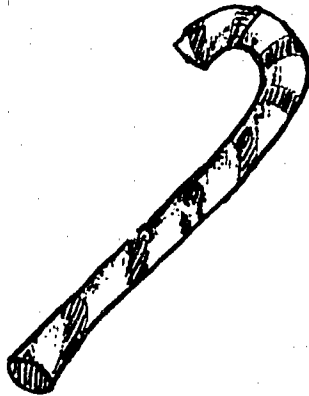
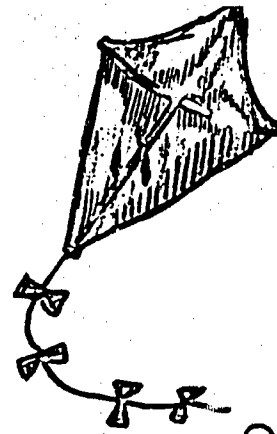
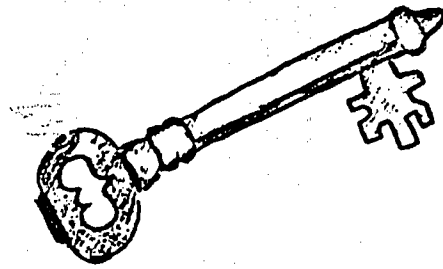
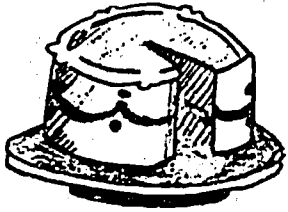
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(3 yrs.)



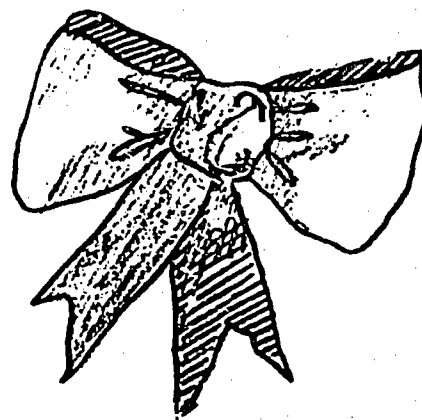
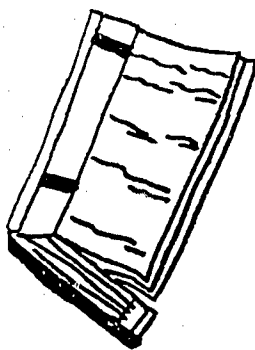
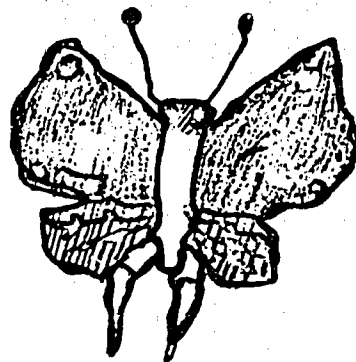
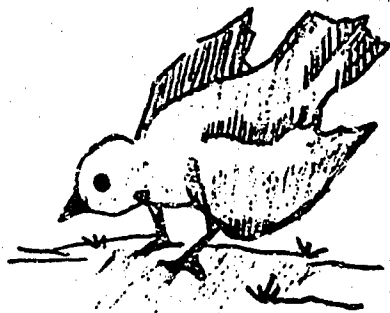
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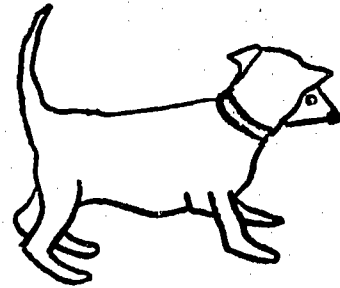
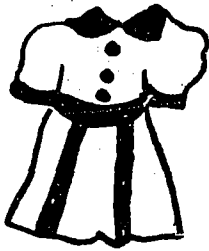
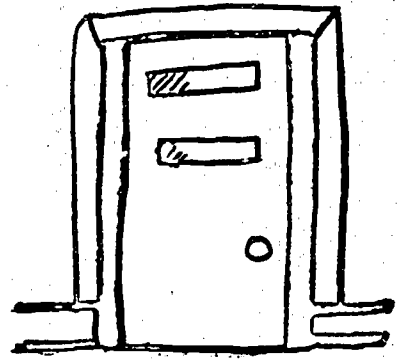
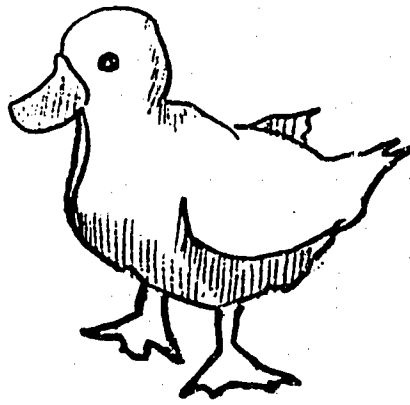
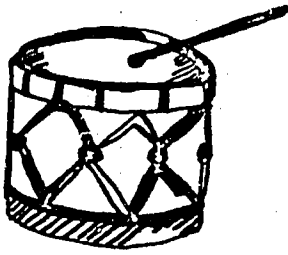
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(4 yrs.)



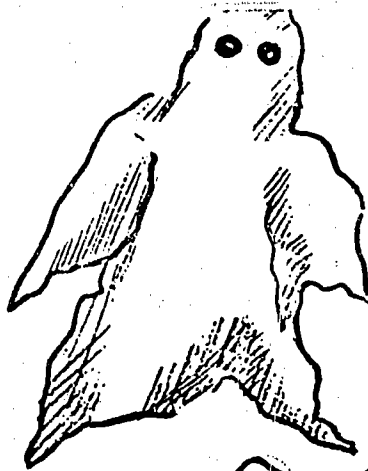
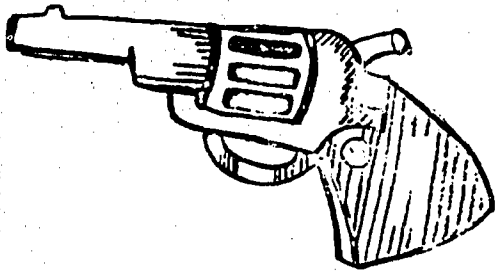
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(4 yrs.)



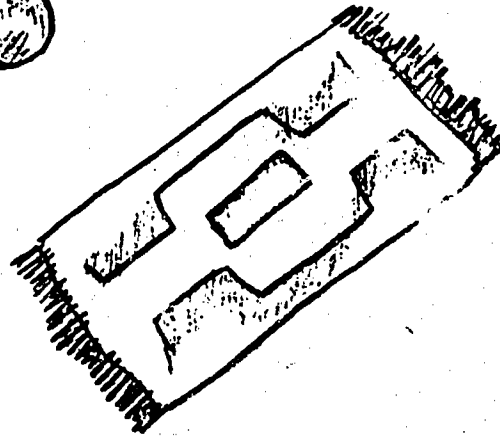
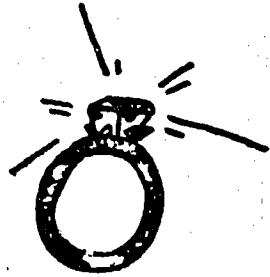
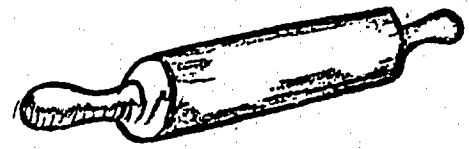
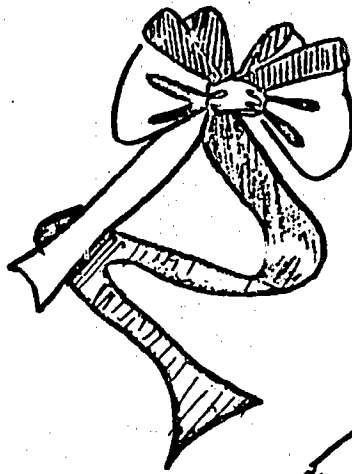
Paste other pictures here that have the "b" sound:
(4 yrs.)



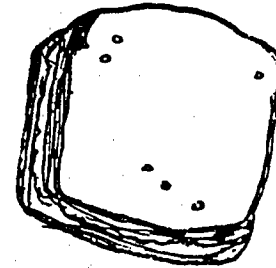
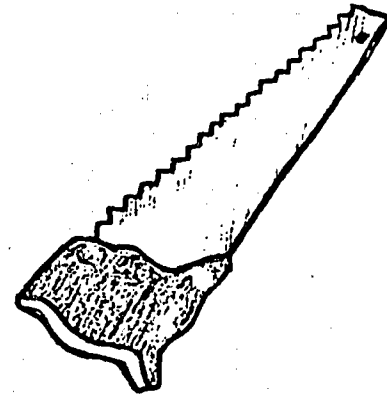
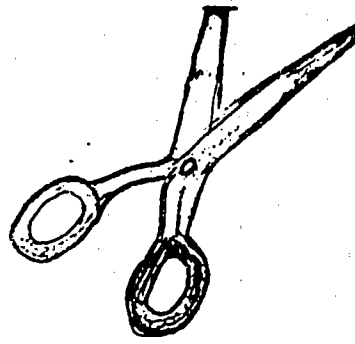
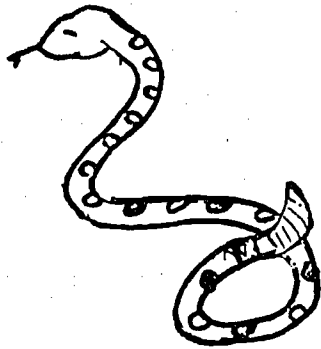
Paste other pictures here that have the "d" sound:
(4 yrs.)



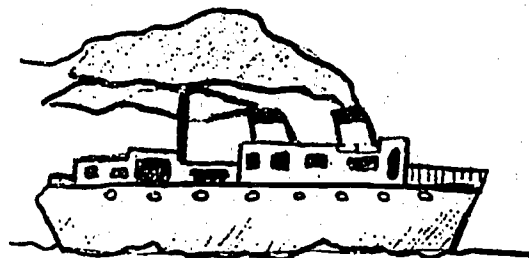
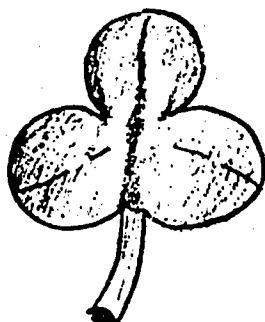
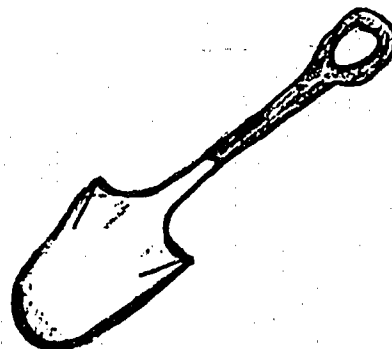
Paste other pictures here that have the "g" sound:
(4 yrs.)



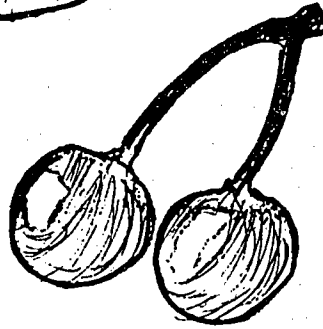
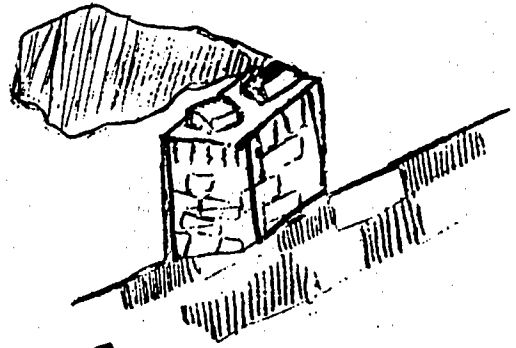
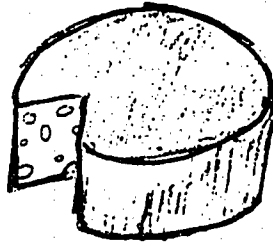
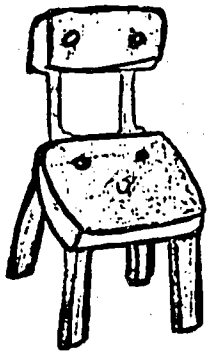
Paste other pictures here that have the "r" sound:
(4 yrs.)



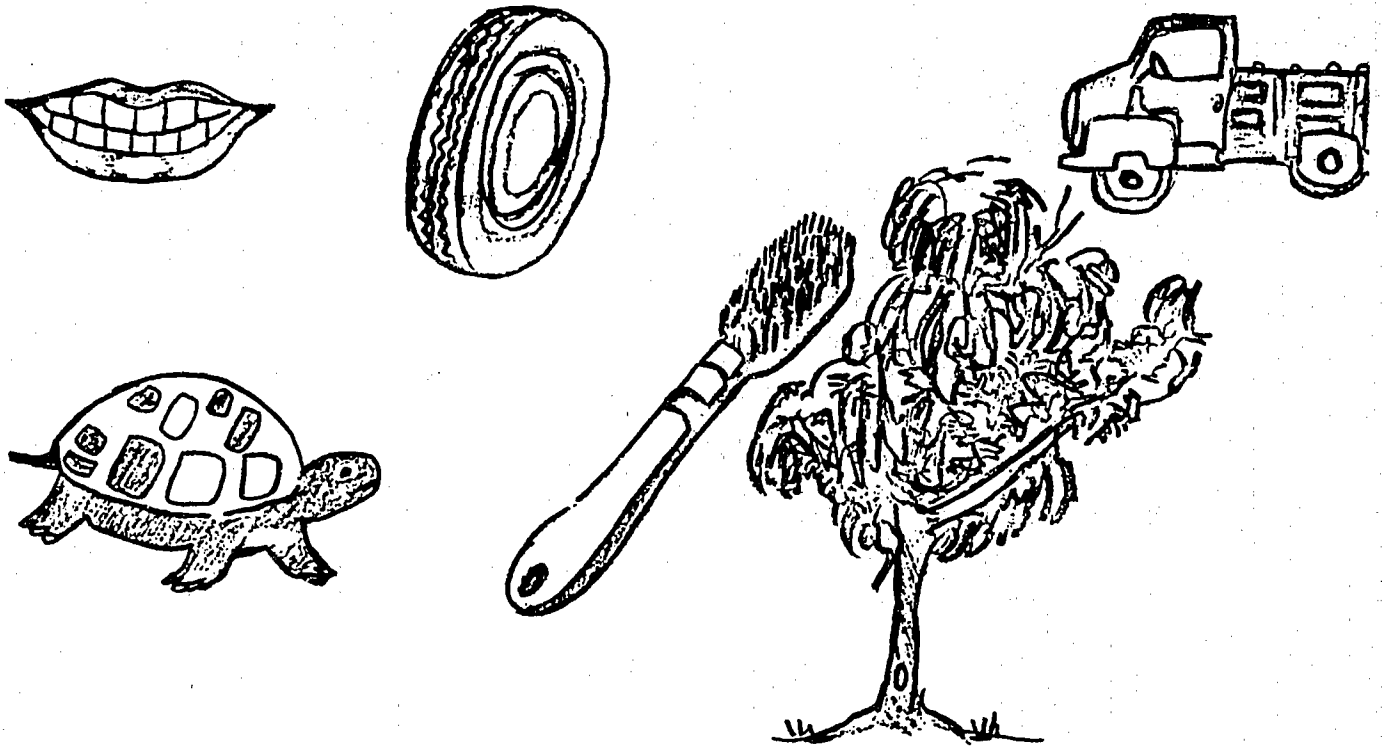
Paste other pictures here that have the "sssss" sound:
(4½ yrs.)



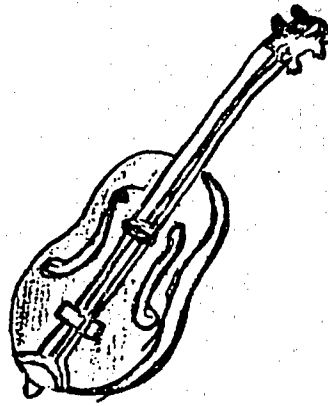
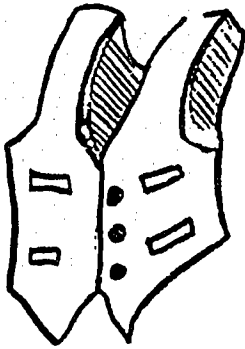
Paste other pictures here that have the "sh" sound:
(4½ yrs.)



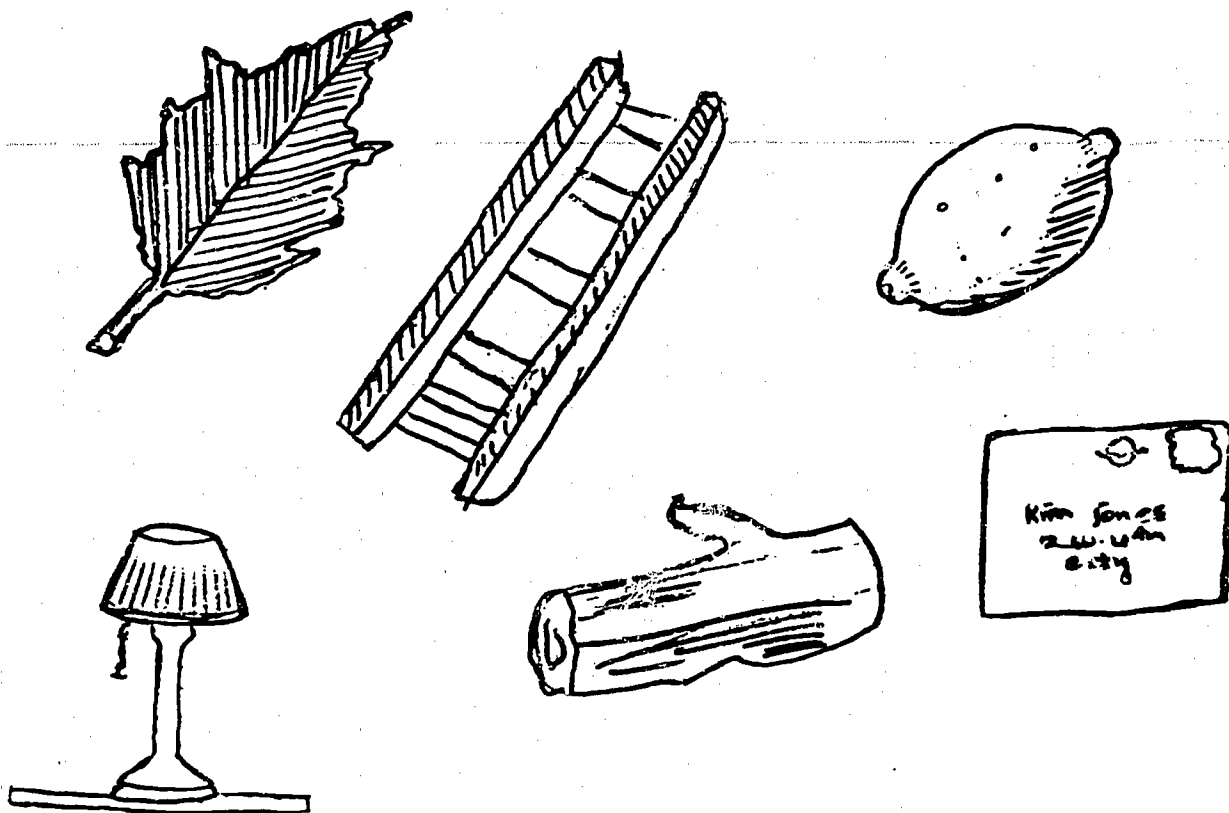
Paste other pictures here that have the "ch" sound:
(4½ yrs.)



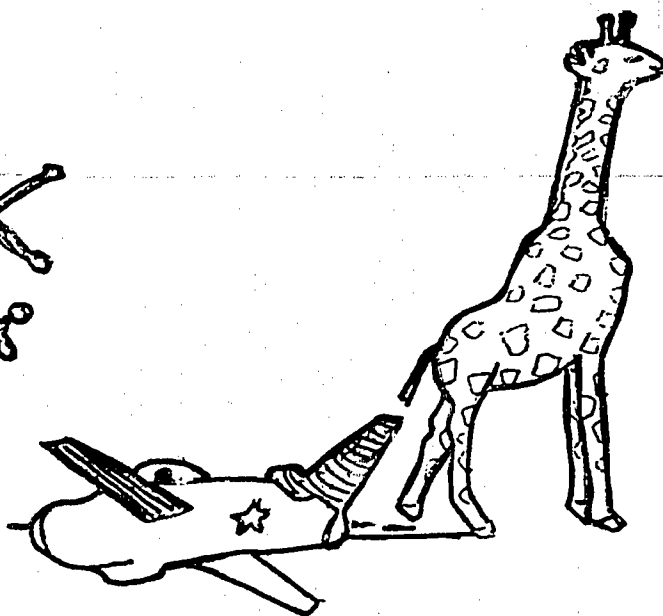
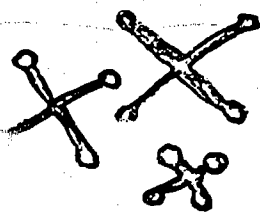
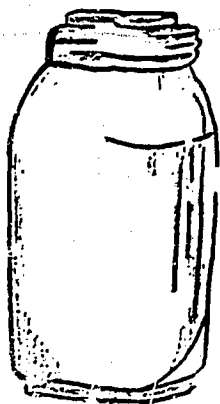
Paste other pictures here that have the "t" sound:
(6 yrs.)



Paste other pictures here that have the "v" sound:
(6 yrs.)

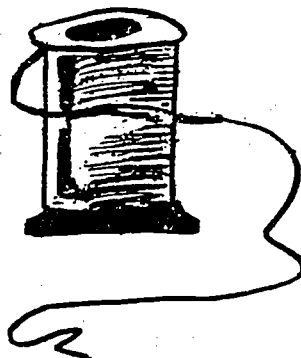
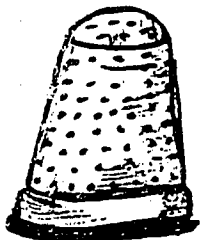
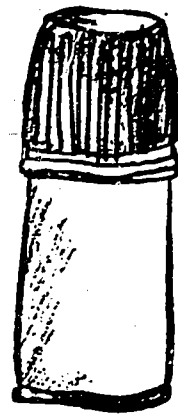
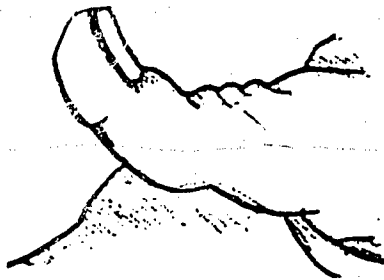


Paste other pictures here that have the "l" sound:
(6 yrs.)

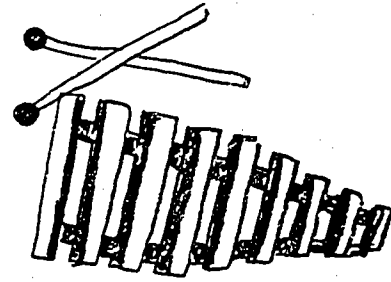
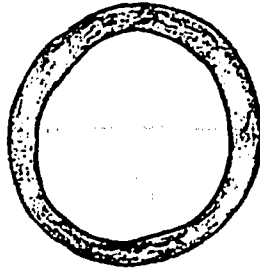
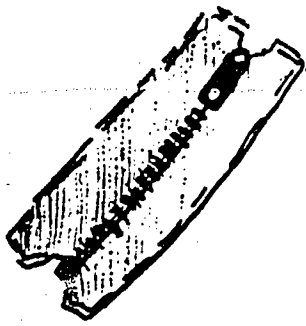


Paste other pictures here that have the "j" sound:
(7 yrs.)

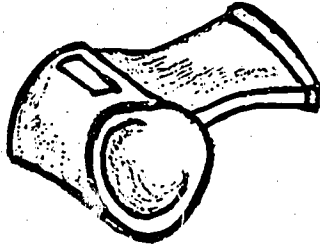
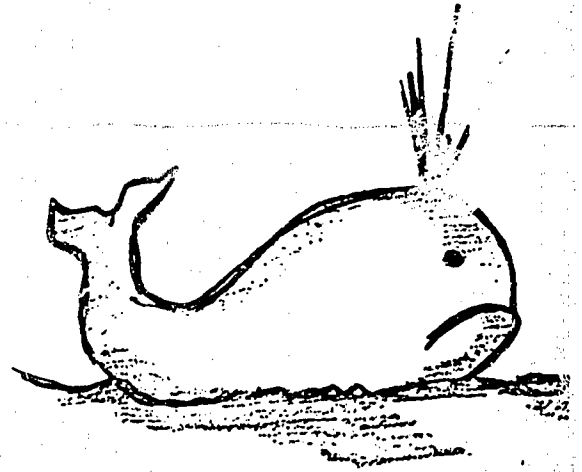
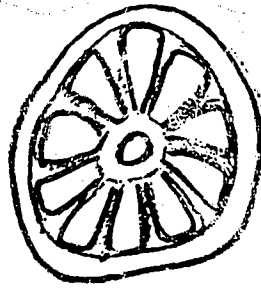
3



Paste other pictures here that have the "th" sound:
(7 yrs.)



Paste other pictures here that have the "z" sound:
(7 yrs.)



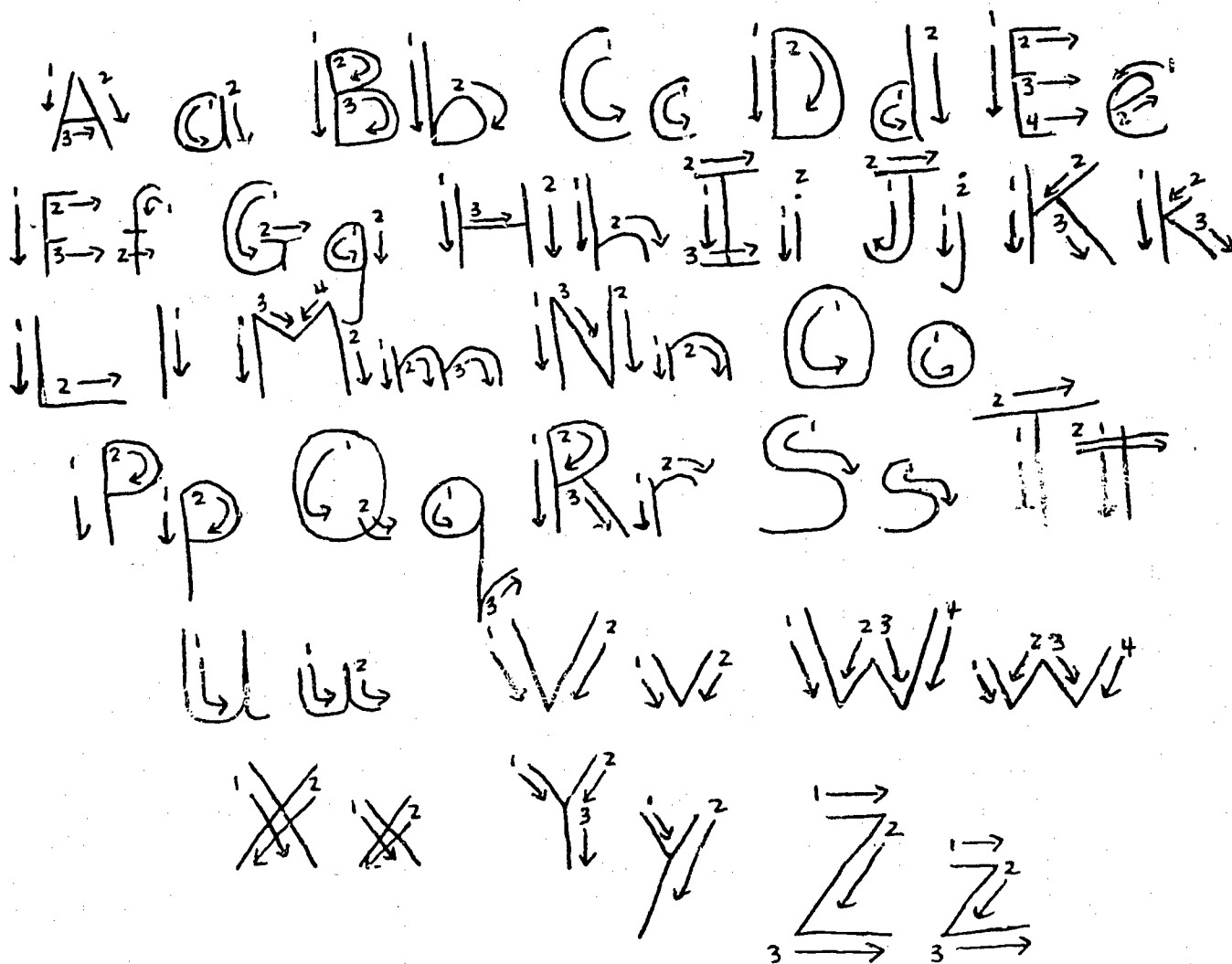
Paste other pictures here that have the "wh" sound:
(8 yrs.)

WRITING THE ALPHABET

If your child is interested in writing his name or learning about the alphabet this chart will suggest the way letters are taught in school.

Most pre-school teachers suggest that the child learn to write his name, capitalizing the first letter and using all other small letters for his name.

Notice the left to right progression of most letters.



SESSION IX

BRAINTEASER

Mark the following statements as true (+) or false (0) in the blank provided.

- _____ 1. It is important to improvise and read expressively to a young child.
- _____ 2. Early learning begins with a child's watching, feeling, and listening to the things around him.
- _____ 3. Other than crying, the first sounds a baby makes will consist of comfort sounds, appearing from two to six months.
- _____ 4. Many articulation disorders could have been prevented.
- _____ 5. Sound errors are normal and should be expected between two and three years.
- _____ 6. School speech clinicians solve speech problems rather than prevent them.
- _____ 7. Parents should physically and vocally help their child build imitation skills.
- _____ 8. When your child is with you, you should talk out loud about what you are doing.
- _____ 9. A lack of voice inflection patterns may be a symptom of a hearing loss in preschool children.
- _____ 10. Poor speech discrimination is the inability to distinguish between words such as "pad, bad and mad."
- _____ 11. Only 20% of all children between 2 and 6 show hesitations and repetitions at times when talking.
- _____ 12. The combination of words and gestures will help a child understand what his parents mean.
- _____ 13. Associating speech and language with satisfying experiences is important.
- _____ 14. Parents should occasionally use errors themselves to demonstrate self-correction.
- _____ 15. At three months, the child begins his career of babbling which evolves into imitation of adult noises by the first birthday.

BRAINTEASER (Contd.)

- 16. The biological basis of language is developed in the first twenty-four months of life.
- 17. If a child is born with poor listening ability, he cannot improve his skill by practice.
- 18. Hearing refers to the ability to understand and interpret meaning in daily speech.
- 19. What a child imitates will be largely determined by what he sees and hears, i.e., his responsive environment.
- 20. Parents are a child's speech model for articulation and fluency.

WOODEN TABLE BLOCKS

GAME I

EQUIPMENT: One (1) set of Wooden Table Blocks, including ten sizes of blocks number 1 to 10. The largest block is ten times as tall as the smallest. The other blocks are the units between 1 and 10.

PURPOSE: To help the child learn two size relationships -- tallest and shortest.

GENERAL

- INSTRUCTIONS:
- A. Ask your child only once each day if he wishes to play the game.
 - B. The child may change the rules of the game AT ANY TIME. You MUST follow the child's rules if he changes them.
 - C. You should stop the game when the child seems to lose interest.

SPECIFIC

- INSTRUCTIONS:
1. Allow the child free play.
 2. The begin the game, you should have one each of the blocks (#1 to 10) in front of you.

NOTE: These are no duplicate blocks in sizes #7, 8, 9 and 10. Put the other blocks aside. Take blocks number 1, 5 and 10 - stand them vertically on the floor or table in front of your child asking, "Which block is the tallest?"

- Q:
3. If the child chooses the block that is the tallest,
- C: say, "Yes, that block is the tallest."
4. If your child points to a block that is not the tallest, say, "You have picked the middle-sized block (or the shortest block). Find a block that is the tallest. If the child still does not choose the tallest block, say, "You have picked the shortest block (or middle sized block). This is the tallest block," (pointing to the tallest #10 block).
- I:

WOODEN TABLE BLOCKS, GAME I (Contd.)

- Q: 5. Change the blocks to number 2, 6 and 9. Say,
C: "Find the block that is the shortest." If he chooses
the shortest, tell him, "Yes, that block is the
shortest. Now which one is the tallest?"

If he picks one that is not the tallest, say "You
have picked the middle-sized (Or the short block.
"This block is the tallest." (pointing to the tallest
block).

6. Constantly change the blocks so that your child is
working with different lengths. To make the game
more difficult, use blocks that are closer in
length, such as numbers 6, 7 and 8.

W O O D E N T A B L E B L O C K S

GAME II

EQUIPMENT: One (1) set of Wooden Table Blocks, including ten sizes of blocks number 1 to 10. The largest block is ten times as tall as the smallest.

PURPOSE: To help the child learn size relationships .. taller and shorter.

GENERAL

- INSTRUCTIONS:
- A. Ask your child only once each day if he wishes to play the game.
 - B. The child may change the rules of the game AT ANY TIME. You MUST follow the child's rules if he changes them.
 - C. You should stop the game when the child seems to lose interest.

SPECIFIC

- INSTRUCTIONS:
1. After the child has played Game I several times or seems bored, begin Game II.
 2. Allow the child free play. Then begin to play the game by placing one, each, of blocks 1-10, vertically on the floor in front of your child. Pick up the #3 block and say, "Find a block which is taller than this one." Hand the child the #3 block.
 - Q:
C: 3. If your child chooses a block that is taller, say, "Yes, this block (point to the one he has chosen) is taller than this one," (Point to the #3 block).
 - I: 4. If your child chooses a block that is shorter, say, "You have chosen a shorter block than this block (point to the #3 block). Now find a block that is taller."
 - Q: 5. Pick up another block (for example, the #5) and say, "Now, find a block that is shorter than this one."
 6. Continue the game until the child seems bored, or until he understands the meanings of "taller and shorter."

WOODEN TABLE BLOCKS

GAME III

EQUIPMENT: One (1) set of Wooden Table Blocks, including ten sizes of blocks number 1 to 10. The largest block is ten times as tall as the smallest.

PURPOSE: To help the child learn size relationships ... THE SAME SIZE.

GENERAL INSTRUCTIONS:

- A. Ask your child only once each day if he wishes to play the game.
- B. The child may change the rules of the game AT ANY TIME. You MUST follow the child's rules if he changes them.
- C. You should stop the game when the child seems to lose interest.

SPECIFIC INSTRUCTIONS:

- 1. This game should be played with the child after he has completed Games I and II, or when he seems bored.
- 2. Allow free play.
- 3. Place all the blocks beside you to begin the game.
- 4. Place 2--#3 blocks, a #1 and #5 block vertically in front of the child.

CAUTION: There are no duplicate blocks in sizes #7, 8, 9, and 10. Hand him one of the #3 blocks and say, "Find a block that is the same size as this one." If he points to the same size block (a #3 block), say, "Yes, these two blocks are the same size."

Q:

C:

I:

- 5. If he points to a different size block, say, "You have picked a taller (or shorter, as the case may be) block than this block. Try again to find one that is the same size."

- 6. Change the blocks to one #2, one #6, and two #4 blocks. Continue the game as in the instructions below. The game may be made more difficult by choosing blocks that are close together in length (for example: #4, #5, and #6 blocks).

NOTE: Your child should not go on to Game IV until he has mastered these concepts.

W O O D E N T A B L E B L O C K S

GAME IV

EQUIPMENT: One (1) set of Wooden Table Blocks, including ten sizes of blocks numberd 1 to 10. The largest block is ten times as tall as the smallest. The other blocks are the units between 1 and 10.

PURPOSE: To help the child learn size relationships...
EQUAL TO.

GENERAL

- INSTRUCTIONS:
- A. Ask your child only once each day if he wishes to play the game.
 - B. The child may change the rules of the game AT ANY TIME. You MUST follow the child's rules if he changes them.
 - C. You should stop the game when the child seems to lose interest.

SPECIFIC

INSTRUCTIONS: 1. Allow free play.

2. Take one, each, of the #3, #5, #7 and #10 blocks and give ALL the #1 blocks to your child.

Q: 3. Stand up the #3 block and say to the child. "Make a tower out of your blocks (the #1) that is as tall as this block (the #3)."

C: 4. If the child builds his tower with 3 of the #1 blocks, say "Yes, it takes 3 of these blocks to make a tower as tall as this block."

I: 5. If the child does not build the #1 blocks so that they are as tall as the #3, put the #3 block next to the ones he has built and say, "Your blocks are shorter than this block. You need to add one more block to your tower to make it as tall as this block."

6. Continue the game using taller blocks (such as the #5, #7 and #10) and asking the child to use the #1 blocks to build a tower the same height as each of them.

SESSION X

SENSORY/MOTOR DEVELOPMENT

- I. Evaluation of Learning Episode from previous week
- II. Demonstration of Learning Episode
 - A. Toy
 - B. Role Playing
- III. Preview: Sensory/Motor II
 - A. Discussion Leader _____
 - B. Record Assignments
 - C. Objectives
 - D. Attendance
- IV. Topic: Sensory/Motor Development I
 - A. Discussion Leader _____
 - B. Topics for Discussion
 - 1. Parent Worksheet
 - 2. Evaluation Form
 - 3. Introduction to Sensory/Motor Development
 - 4. Sensory/Motor Activities and Games
 - 5. Assignment Contract
 - 6. Sequential Motor Skills
 - C. Assessment of a Pre-School Child's Motor Skills
- V. Open Discussion